REPORT RESUMES

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# THE ROLE OF COLLEGES AND UNIVERSITIES IN THE EDUCATION OF THE AGED.

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THIS STUDY WAS AIMED AT (1) DISCOVERING THE EDUCATIONAL NEEDS OF OLDER PERSONS, (2) DETERMINING WHICH OF THESE NEEDS COULD BEST BE SERVED BY ACTIVITIES HELD ON A UNIVERSITY CAMPUS, OFFERED IN A NEIGHBORHOOD CENTER, OR BROADCAST OVER RADIO OR TV, AND (3) IDENTIFYING PERSONS IN THE OLDER POPULATION WHO COULD ACT AS RESOURCES IN TEACHING CLASSES OR PROGRAMS FOR THE AGING. A MODIFIED Q-SORT OF 96 ITEMS YIELDED A RANK ORDER PREFERENCE AMONG THE SAMPLE FOR ITEMS ON RELIGION, PROBLEMS OF OLDER YEARS, AND SUCH ACTIVITIES AS GARDENING AND FLOWER RAISING, TRAVEL, PHYSICAL FITNESS, AND GOOD GROOMING. A SECOND LEVEL OF INTEREST INCLUDED TOPICS RELATING TO PSYCHOLOGY, MANAGING OF FINANCES, HISTORY, PUBLIC AFFAIRS, AND FOREIGN AFFAIRS. (LP)

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# THE ROLE OF COLLEGES AND UNIVERSITIES IN THE EDUCATION OF THE AGED

Cooperative Research Project No. OE1530

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Center for Adult Education

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Columbus, Ohio

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# CHAPTER I-INTRODUCTION

## A. Statement of the Problem

Solving the problems of the large and increasing number of older persons in our population has become a matter of national concern. This is seen in the creation of national agencies such as the National Council on Aging, operating at Cabinet level, and the Special Staff on Aging in the U.S. Office of Education. It is also seen in the massive investigations into the problems of aging being carried on by the U.S. Senate Committee on Labor and Public Welfare, and in the holding of various national conferences on aging, including the White House Conference on Aging in 1961 convened by President Eisenhower.

Since 1900 the number of persons in our population who are 65 and over has grown from 3,000,000 to the present 17,000,000. The life span is increasing at a rate to ensure a population of 20,000,000 aging persons by 1970. Constantly improving medical care and practices will probably cause both the number and percentage of older persons in our population to increase sharply during the next several decades. The presence of these older persons in such numbers changes the population structure and creates social and political problems.

The earlier stereotype of the aged person as a worn-out, crotchety individual whiling away his remaining years in a rocking chair was never very accurate, and is even less so today. This image was developed when we were largely a rural society and when care of the aged was provided by the family, supplemented by a few institutions such as county poorhouses and old peoples' homes. With society largely urbanized, with most homes too small to accommodate three-generation families, and with the numbers of the elderly so greatly increased, the problem has become one for society as a whole.

Older persons as a class tend to be faced with numerous personal and social problems without adequate resources to meet them. These problems are usually categorized under such headings as income, health, housing, medical care, family, education, and recreation. Some needs, such as learning a new vocation, keeping mentally active, and developing avocational interests, can be met directly by educational programs. It is also true that needs in other areas, such as health, housing, medical care, and family relationships, cannot be met adequately without extensive use of educational processes.

When left to their own devices older persons often become a burden to themselves, to their families, and to their communities. On the other hand, with proper provision for their needs, their later years can become happy, fruitful ones, and they can become a resource to their communities and to the nation.

Early retirements and improved medical care are providing older persons with a new late period in life during which they are relieved of family and work responsibilities with relatively little lessening of their ability to participate. In some cases their abilities may have reached maximum development at or just before retirement. The most satisfactory way for many such persons to face this lengthened span of retirement years could be that of embarking on a second career. For some this could be a career devoted not primarily to money-making, but to providing some service to the community or nation which coincides with a deferred interest. In other cases, where additional income is needed to provide minimum comfort and security, it could be a new career, perhaps with reduced hours, but providing some remuneration. This and similar problems are susceptible to solution in one way or another through education.

A key factor, then, in helping older people to delay senility and to continue to develop themselves as active, participating members of their communities is education. Through limited experience and some experimentation with educational programs for the aging, it has already been demonstrated that formal and informal programs of education can be used to prolong employment, develop new skills, combat senility, and promote physical and emotional stability.

Furnishing educational and cultural activities to any significant portion of the 17,000,000 persons now over 65 is a task requiring the resources of all educational agencies, and colleges and universities should do their share. Beyond conducting research into the problems of aging and the training of professional personnel for the field, there is the question: To what extent should higher education institutions offer, through extension classes or otherwise, formal and informal courses and activities designed to keep older persons mentally alert, constructively occupied, and socially adjusted? Limited surveys have showed that some colleges and universities are already offering programs for the aging and others are planning to do so. A number of these institutions have complained of poor attendance, sometimes leading to the cancellation of classes. This situation suggested the need for research into educational needs and desires of older persons.

By 1960 higher education institutions had already made some efforts to meet the educational needs of aging, but had met with indifferent success. It was therefore assumed that the institutions needed help in knowing what appropriate activities would attract older people if offered. It was also assumed that it would be helpful if the institutions knew for what activities older persons would make a trip to a campus, which ones they would attend only if offered at a neighborhood center, and which ones they would prefer to participate in by radio or television.

With these purposes in mind, the project entitled, "The Role of Colleges and Universities in the Education of the Aged," was developed.

## B. Review of Literature

This section will be treated under three headings: needs, abilities, and programs.

### 1. Needs

Although there has been little research into the educational needs of older persons, several persons and groups have generalized from their experiences. Wilma Donahue[3] suggests the following as objectives in programs for the aging:

(1) To provide information about the aging process and to help in the development of a philosophy with regard to growing old,

(2) to furnish information regarding the special problems which arise as a result of aging,

(3) to provide training in techniques for attaining a maxiumu level of personal adjustment, and

(4) to provide training and retraining in skills and knowledge which will permit continued employment and creative, socially significant activity.

Froelicher,[4] in analysing educational needs of older persons in Baltimore, has suggested courses in the following subjects: physical changes in later life, mental changes in later life, employment problems, creative use of later years, housing and family life, preparation for financial security, community activities for older people, and "refresher" courses (especially for women who wish to return to the labor market). Reals[12] suggested four areas for universities in providing educational programs: counseling, information about the various aspects of aging, liberal arts, and arts and crafts.

The Background Paper on Education,[18] prepared for the White House Conference on Aging, suggests (pages 89-97) the following educational needs, not necessarily in this order: (1) basic education, including literacy -- more than one-fifth of persons over 65 in the United States have had less than a fifth grade education and 7% have had no schooling at all; (2) public affairs; (3) religious education; and (4) education for better family living. It also suggests greater use of radio and television and more attention to counseling of older persons.

Anderson has pointed out (Ref. 19, page 52) that the work activity to which the older person has become accustomed provides a model by which the adequacy of the leisure-time activity could be assessed: (1) Work is an activity which has a value to society and this value is recognized by the participant and by others, (2) work is a kind of behavior involving various interests and values which have developed over many years; (3) work has a degree of complexity which holds the attention and interest of the persons; (4) work is a continuing activity with which the person identifies himself; and (5) work activity brings interaction and relationships with other people.

In this connection Youmans (Ref. 19, page 52) points out that to be meaningful to the older person a leisure-time activity must be one in which he can become deeply concerned. It should be one which challenges the person's resources and makes him feel he is growing and developing. He goes on to suggest values in certain activities such as family activities, religious and church activities, engagement in the creative arts, and high-level radio and television programs, e.g., the kinds--rarely available as yet--that would foster understanding of the problems of older people in American society and that would "stimulate older persons to become interested in more constructive, challenging, and beneficial hobbies and activities" (Ref. 19, pages 53-54).

## 2. Abilities

Jones and Conrad,[7] Thorndike,[15] Pressey,[10] Lorge,[8] Wechsler,[17] and others have done cross-sectional studies on the effect of aging on learning ability; and Terman[14] and Owens[9] have conducted longitudinal studies. Hand[6] and Cohen[2] have summarized the results of these studies. Although there are differences of opinion between those conducting cross-sectional and those conducting longitudinal studies about the effect of age on learning, there are certain facts which are pretty well agreed upon by both sides.

(1) As measured by performance on the kinds of intelligence tests usually administered to youth in school and college, adults show a slow decline in performance from a peak in the early twenties to somewhere in the fifties, after which the decline becomes more pronounced.

(2) This observed decline represents a loss in speed and changes in motivation rather than a loss of ability to perform.

(3) Adults show little loss and sometimes show gain in tests depending on vocabulary, general information, verbal reasoning, experience, and judgement.

(4) Like children, adults have differing abilities; those testing low in one area may test high in another and *vice versa*.

(5) Those with high intellectual endowment and those who keep mentally active tend to show least mental decline with age.

(6) Attitudes, motivations, self-concepts, and responsibilities have at least as much effect as age on any decline in the adult's ability to learn.

In no case do studies report changes with age serious enough to prevent adults from participating effectively in adult education programs.

## 3. Programs

In a survey published in 1955, Jacob Tuckman[16] found that 28 colleges and universities had already conducted educational activities for older persons and several were planning to do so in the near future. Much of the data on attendance was not comparable because of differences in meeting formats and in methods of reporting. However, in the case of 12 general extension divisions reporting comparable data, there were more than 10,000 enrolled (Ref. 16, page 122). The largest percentage of this number were persons attending leadership training programs to prepare themselves to work with older adults.

Hendrickson[8] surveyed Ohio colleges and universities and found that 13 institutions had persons 65 and over enrolled in classes of various types. Of the nearly 1,000 enrolled, 730 were enrolled in one institution, 110 in a second, and the remaining 135 scattered among the other 11 colleges. In both of these surveys lack of response and low attendence were cited as problems.

Burkett,[1] in outlining a procedure for programming for adults consonant with the developmental theory, has made certain suggestions for educational activities for those 55 to 80. Based on such tasks as adjusting to retirement, adjusting to reduced income and decreasing physical vigor, and achieving a satisfying view of the universe and the meaning of life, he suggests such programs and activities as Great Religions of the World, Living Philosophies, Planning for the Later Years, Nutrition and Health, Home Planning for the Later Years, Great Books of the Bible, Drawing and Painting for Fun, Gardening Club programs, and Conferences on Aging.

Most of the activities suggested by Burkett had been included in one or more of the programs reported by Tuckman and Hendrickson. Some examples from the Ohio study would include a travel series offered by the University of Cincinnati; an especially designed 11-session course entitled "Making the Most of Maturity," offered by the University of Toledo; a program entitled, "An Afternoon at the University," organized by the University of Akron; and special round-table, seminar, and family courses developed by Antioch College.

In 1954, Reals[13] surveyed 136 higher education institutions which were members of the National University Extension Association, The Association of University Evening Colleges, or The Association of Urban Universities. He found that 36 offered courses, institutes, or conferences to older persons, and four had radio or TV programs. He described the courses as falling under four main headings: (1) Courses which were largely lecture and discussion, dealing with the aging process and concerned with problems of physical and mental health, living arrangements, religion, creative activities, and legal problems; (2) courses dealing with similar problems but including social and recreational activities, such as a supper or a recreational program; (3) courses conducted along workshop lines with limited enrollment; and (4) television courses--usually short courses--sometimes giving the older person the privilege of enrolling by paying a small fee and receiving supplementary materials, reading lists, etc.

When 150 older persons in a special program designed for them at the University of Michigan were asked to state their reasons for attending, the replies were sorted into the following five categories: (1) To secure assistance with problems of personal adjustment--49; (2) to combat loneliness and make friends--29; (3) to gain information about aging (non-professional)--86; (4) to learn about activities, new interests, jobs, and ways to be useful--36; and (5) to gain information about old people (professional)--53.[3]

Other agencies such as libraries, public schools, and groupwork agencies have also provided educational activities for older people but this presentation covers only the limited amount of literature on programs for the aging developed by colleges and universities.

The kinds of activities provided by colleges and universities to date and those contemplated can be briefly categorized as follows: (1) Special problems having to do with adjustment to retirement and the older years; (2) religion and philosophy; (3) public affairs; (4) home care, including gardening and flower raising; (5) health and nutrition; (6) liberal arts; (7) arts and crafts; and (8) reconstruction of family and social relationships.

# CHAPTER II-METHODOLOGY

## A. The Sample

The population from which the sample was drawn was composed of persons 65 years of age and older, living within the political boundries of Columbus, Ohio. The population studied was thus restricted because certain data, including studies by market research authorities, indicated that Columbus is an ideal test city.[11] It was felt that the inclusion of other municipalities within the metropolitan area--Upper Arlington, Bexley, Whitehall, etc.--would reduce the proximity of Columbus to the ideal by reason of the generally higher economic and educational levels of these communities.

The design originally required that a 5% sample (2,200) of this population be interviewed, and that the sample be stratified on the basis of sex, marital status, and education. The stratification of the sample proved to be an obstacle, since the requisite data were not available from the U.S. Bureau of the Census in published form, and the cost of purchasing the data (estimated at more than $19,000) was prohibitive.

An alternative technique, a system of area random sampling, was then developed with the assistance of the Division of Statistics and Sampling, U.S. Bureau of the Census. This technique yielded a sample whose resulting stratification closely duplicated comparable U.S. Bureau of Census data collected in 1960. It was found that the percentage of error that could be expected in estimating population parameters from sample statistics was plus or minus 5%, with an alpha error of 5%. For purposes of analysis, this technique yielded results comparable to those which would have obtained in using a stratified random sampling technique.

A detailed description of the sampling technique appears as an appendix to this report.* Here it needs only be said that using this method, city blocks were selected with a probability proportional to a measure assigned them, a block's measure being a function of its population. For each selected block, housing units were contacted at a rate proportional to their numbers of any particular block. In this way, over the city as a whole, every 4.347th housing unit was inquired into regarding the presence of persons making up the population. When members of the 65-year-old and older population were found, they were interviewed if they agreed to submit to the instrument.

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*Appendix A

## B. Instruments

### 1. Interview Schedule

The interview schedule was designed to obtain four distinct types of data. They were, (1) data revelant to demographic, economic, and educational characteristics of the subject; (2) data revelant to the subject's leisure-time activities; (3) data that would yield the degree of continuity of a subject's leisure time and interest habits through the last four years of his pre-retirement life and into his retirement; and (4) data that would give an indication of unanticipated problems the subject encountered in retirement, and desires that some sort of education or counseling could satisfy.

Data of the first three types could be collected satisfactorily by simple questions that would bring responses suitable for field coding by the interviewer. This was not the case, however, with questions of the last type. It was felt that the only satisfactory method of getting a reliable response to questions such as "Has retirement, or reaching the older years, brought to you any special problems which you had not anticipated in your earlier years?" was to allow an open-end unstructured response. Data for the last type, therefore, were gathered by four open-end questions placed at the end of the questionnaire. This was done so that the other responses would not be colored by responses to these open-end questions and so that the respondent, hopefully, after having responded to the other questions, would more likely be articulate regarding his problems and interests. The complete interview form is reproduced in Appendix B.

## C. The Modified Q-Sort

The principal means of gathering information concerning desired educational activities was the modifed Q-sort. It consisted of titles and brief explanatory descriptions of subjects or topics thought to be of interest to older people. The problem faced in devising the modified Q-sort was that of including what was felt to be a sufficient range of subject matter areas in a deck that was not so lengthy as to tire or bore the subject. To overcome this difficulty a split half-deck was decided upon, each deck containing 48 cards. This allowed the inclusion of four specific topics in each of 24 subject matter areas, a total of 96 items. Further, the descriptive tone of the corresponding cards in each deck would be altered to test whether a generally abstract or concrete approach to a given topic would have greater appeal to members of this age group.

The title for item number 8, for example, "Reading Better and Faster," is far more specific, and the idea of the course itself is more narrow and more concrete than its mate in the alternate deck, "Learning to Read Creatively."

Consultation with workers in various agencies experienced in working with this age group, and with printers, helped to staff to make conclusions regarding the correct size of the cards for use of handling and the proper type to be used in their printing. The card used measured 3 x 4 inches; 14-point bold face type was used for the titles, and 12-point type for the brief descriptions on the reverse side.

The modified Q-sort was administered at the conclusion of the interview schedule in the following manner: The subject was asked to go through the cards and discard those activities in which he had no interest. He was then asked to place each of the remaining cards into one of three stacks; one stack representing activities for which he would be willing to make a trip to a college campus; the second, those activities for which he would not make a trip to a campus, but would attend if held at a neighborhood center; and the third, those activities for which he would not leave home, but which he would listen to on radio or watch on television.

Printing the title of a topic on one side of each card and a description on its back proved to be an aid in decreasing the time required for a subject to complete the Q-sort. This way, a subject spent time reading and considering the description of a course only if the title alone occasioned sufficient interest for him to pause to reverse the card. This, method together with the "flow" built into the questionnaire, whereby certain questions were not asked of a particular subject if by previous responses these became inapplicable, enabled the average time per interview to be held to 38 minutes.

## D. Testing the Instruments

In developing the interview schedule, the principal investigator and his staff first designed a schedule based upon the objectives of the research and pertinent literature. This copy was then submitted to an advisory committee made up of five faculty members with research experience from different disciplines. Suggestions made by the advisory committee were considered by the investigator and his staff, and where it was felt that these suggestions would improve the schedule, they were incorporated. This revised schedule was then submitted to approximately three to four weeks of intensive pre-testing in the field by four staff members.

Following the pre-testing of the instrument, data collected were tabulated and analyzed along with comments from the staff regarding the reactions of subjects involved in the pre-test. Again the schedule was revised and the instrument was further tested for clarity and effectiveness through its use in a pilot study. Data from 83 interviews collected in the pilot study, along with the comments and observations of the interviewing staff, were analyzed, and several further additions and changes were incorporated in the instrument to bring it to its final form.

A second and distinct function of the pilot study was to prepare the interviewing staff for the project. It was felt that this age group of subjects would be very suspicious of concealed "sales gimmicks," and that the loneliness with which they are afflicted would very often make the subject either extremely recalcitrant or excessively garrulous. The interviewers needed some experience in order to deal successfully with these qualities in the subjects. The interviewers had to be prepared also to cope with senility and sickness.

In view of the range of temperment and bodily ills of the subjects, the interviewers were prepared with standarized approaches in meeting the subjects, and reasonably definite criteria were established as to whether or not to interview a sick or senile subject. On certain questions, about which a subject might be touchy (e.g., those concerning income), the interviewers were given "lines" to use as introductions so that, as much as possible, the questions could be cushioned and the influence of the interviewer's personality could be minimized. In all, the pilot study proved invaluable both in developing the instrument and in training the interviewing staff.

## E. The Interviewers

The interviewing staff was drawn from graduate students and undergraduate upperclassmen at The Ohio State University. The resultant group consisted of seven males and one female. Six members of the group were psychology students; two of them were in the College of Education. Since not all of this group had had experience in interviewing, and since those with experience had not worked with the aged, a training program was established to prepare them for the field.

The pilot test served as a substantial part of the interviewer training program. It was, in one respect, a "practice period" for the interviewing staff. Prior to the pilot study, however, two training sessions were held in which the interviewers were thoroughly acquainted with the aims and objectives of the project. The sampling techniques and the instrument were thoroughly described and explained to them, and they were given general instructions for interviewing and specific instructions for asking questions and for administering the card sort. The proper manner of filling in and editing the interview schedules was explained in detail. The second of the two meetings was ended by having the interviewing staff participate in mock interviews under the scrutiny of the project leaders.

Throughout these taining sessions great emphasis was placed upon the importance of the interviewer to the success of the project. To this end, each member of the staff was given a copy of a training manual which had been prepared by the staff. The manual broadly outlined rules governing the "craft of door knocking," establishing interviewing rapport, administration of the schedule and the card sort, and editing the schedule.*

The final phase of the training program consisted of requiring the interviewers to make daily visits to the project's headquarters during the first two months of the interviewing. These meetings provided the interviewer an opportunity to discuss daily problems with a project staff member. At the same time, the staff member could constructively criticize the quality of the interviewer's work.

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*Appendix B

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# CHAPTER III-ANALYSIS OF DATA

## A. Introduction

The findings of this study, based on an analysis of the collected data, will be reported in this chapter under four sections. The first three sections will report data based on the stratification variables of sex, education, and marital status. The fourth section will report data concerning the subjects' responses to the items in the card sort. Each section will contain a brief summary.

Certain basic demographic data such as that concerning age, sex, color, place of birth, health, and marital status will be reported only once, under the section reporting data by sex stratification. They will not be reported in connection with the other variables since they are gross data and do not appear to be important in connection with the other variables.

Other data such as those concerning education, occupational and income status, cultural and leisure time activities, both inside and outside the home, and answers to open-end questions will be treated in connection with all three stratification variables. Data reporting responses to some questions in the interview blank have been omitted entirely as not being sufficiently relevant to the study as a whole.

## B. Stratification by Sex

Table I, giving the distribution of the subject according to age groupings by sex, reveals that of the 2307 subjects interviewed in this study about 60% (60.6%) were female and about 40% (39.4%) were male. These proportions are very similar to the data on this age segment published in the 1960 Bureau of the Census Reports.

TABLE I

Distribution of Respondents according to Age, by Sex

| Sex | No Response | | 65-71 Years | | 72 Years and over | | Totals | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | % total |
| Male | 5 | 0.6 | 431 | 47.4 | 473 | 52.0 | 909 | 100.0 | 39.4 |
| Female | 1 | 0.1 | 739 | 52.8 | 658 | 47.1 | 1398 | 100.0 | 60.6 |
| Total | 6 | 0.3 | 1170 | 50.7 | 1131 | 49.0 | 2307 | 100.0 | 100.0 |

Data in this table also reveal that approximately half of the subjects fell in the younger age grouping (50.7%) and approximately 49% in the older. Of the males, 47.7% fell in the younger age bracket and 52% in the older one. With the females in the sample the situation was almost exactly reversed, 52.8% falling in the younger age group and 47.1% in the older age group. Five males and one female did not furnish this information.

The distribution of the subjects according to educational level, by sex, as shown in Table II, reveals that the median educational level of both males and females falls within the 5-8 year bracket, although a greater proportion of females than males had reached this level. Data in this table also show that 20% of the females finished 12 years of schooling as compared to only 14.5% for the males. However, a greater percentage of the males (3.6%) achieved a college degree than did the females (2.8%).

TABLE II

Distribution of Respondents according to Educational Attainment, by Sex

| Sex | No Response | | 4th Grade | | 5th-8th Grade | | 9th-11th Grade | | 12th Grade | | 13th-15th Grade | | College Graduate | | Advanced Degree | | Trade or Professional School | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 5 | 0.6 | 146 | 16.1 | 355 | 39.1 | 166 | 18.3 | 132 | 14.5 | 36 | 4.0 | 33 | 3.6 | 23 | 2.5 | 13 | 1.4 | 909 | 100.0 |
| Female | 0 | -- | 136 | 9.7 | 566 | 40.5 | 230 | 16.5 | 280 | 20.0 | 116 | 8.3 | 39 | 2.8 | 10 | 0.7 | 21 | 1.5 | 1398 | 100.0 |
| Total | 5 | 0.2 | 282 | 12.2 | 921 | 39.9 | 396 | 17.2 | 412 | 17.9 | 152 | 6.6 | 72 | 3.1 | 33 | 1.4 | 34 | 1.5 | 2307 | 100.0 |

This difference increased at the level of graduate work, where 2.5% of the males received advanced degrees, as compared with only 0.7% of the females. About the same percentage of each sex (1.4% vs. 1.5%) had attended trade or professional schools.

Analysis of the data on marital status by sex as reported in Table III shows that among the males 65.5% are married and living with their spouses and 25.6% were widowed. Among the females this proportion was almost reversed with only 34.4% of the females married and living with their spouses and more than 56% widowed. About the same percentage of males and females reported that they are unmarried, 6.0% and 6.3%, respectively. Slightly fewer males than females reported that they are separated or divorced--2.9% for the males and 3.2% for the females.

Another demographic characteristic on which data were obtained was that of color, limited to white and non-white classifications. "No response," which in most cases meant that the interviewer was unable to judge this characteristic, accounted for less than one-half of one per cent of the subjects. For the remainder, 82.5% of the sample were white and slightly more than 17% were non-white. These ratios varied only minutely as between the sexes. "Non-white" in this study included not only negroes, but also Japanese, Chinese, Koreans, dark-skinned Carribean persons, and all others not classified as white. These data are shown in Table IV.

Although slightly more than 3% of the total sample failed to indicate the nation of origin, it can be seen from Table V that a large majority of the subjects is native born. Approximately 90% of the males and slightly more than 92% of the females reported that they were native born. Since so few of the subjects were born outside of the United Sates, and since these were not concentrated in any one or two countries, data on particular countries of origin have not been included.

Table VI gives a comparison between male and female subjects as to the place where they spent the major portion of their lives. Although Columbus, Ohio, is often referred to as a retirement center for the farm population, the responses to the interview schedule failed to bear out this statement. It can be noted that approximately the same small percentage of men (4.2%) and women (4.9%) reported that they spent the major portion of their lives on a farm. Conversely, 81% of the male, and slightly over 77% of the female, respondents reported that they had spent the major portion of their lives in cities of more than 100,000 population. Approximately 6.5% of the males and 8.5% of the females indicated that they had spent the major portion of their lives in a town ranging from 1,000 to 25,000 in population, and slightly more than 7.5% of the females and approximately 7% of the males had lived most of their lives in cities 25,000 to 100,000 in population.

Analysis of responses to the question, "What is the general state of your health?", as reported in Table VII, indicates that the male respondents

## TABLE III

Distribution of Respondents according to Marital Status, by Sex

| Sex | No Response |  | Married, Living with Spouse |  | Unmarried |  | Widow(er) |  | Separated or Divorced |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 0 | -- | 595 | 65.5 | 55 | 6.0 | 233 | 25.6 | 26 | 2.9 | 909 | 100.0 |
| Female | 0 | -- | 480 | 34.3 | 88 | 6.3 | 785 | 56.2 | 45 | 3.2 | 1398 | 100.0 |
| Total | 0 | -- | 1075 | 46.6 | 143 | 6.2 | 1018 | 44.1 | 71 | 3.1 | 2307 | 100.0 |

## TABLE IV

Distribution of Respondents as to White or Non-white, by Sex

| Sex | No Response | | White | | Non-white | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 5 | 0.6 | 749 | 82.3 | 1551 | 17.1 | 909 | 100.0 |
| Female | 4 | 0.3 | 1154 | 82.5 | 240 | 17.2 | 1398 | 100.0 |
| Total | 9 | 0.4 | 1903 | 82.5 | 395 | 17.1 | 2307 | 100.0 |

## TABLE V

Place of Origin, by Sex

| Sex | No Response | | Native Born | | Foreign Born | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 33 | 3.6 | 817 | 89.9 | 59 | 6.5 | 909 | 100.0 |
| Female | 42 | 3.0 | 1289 | 92.2 | 67 | 4.8 | 1398 | 100.0 |
| Total | 74 | 3.2 | 2106 | 91.3 | 126 | 5.5 | 2307 | 100.0 |

## TABLE VI

Place Where Major Portion of Life Was Spent, by Sex

| Sex | No Response N | No Response % | Farm or Town of Less Than 1,000 N | Farm or Town of Less Than 1,000 % | Town 1,000-25,000 N | Town 1,000-25,000 % | City 25,000-100,000 N | City 25,000-100,000 % | City Over 100,000 N | City Over 100,000 % | Total N | Total % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | 12 | 1.3 | 38 | 4.2 | 58 | 6.4 | 65 | 7.1 | 736 | 81.0 | 909 | 100 |
| Female | 23 | 1.6 | 68 | 4.9 | 119 | 8.5 | 106 | 7.6 | 1082 | 77.4 | 1398 | 100 |
| Total | 35 | 1.5 | 106 | 4.6 | 177 | 7.7 | 171 | 7.4 | 1818 | 78.8 | 2307 | 100 |

## TABLE VII

Respondents' State of Health, by Sex

| Sex | No Response | | Good | | Fair | | Poor | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 484 | 53.3 | 213 | 23.4 | 211 | 23.2 | 909 | 100.0 |
| Female | 0 | -- | 708 | 50.7 | 346 | 24.7 | 344 | 24.6 | 1398 | 100.0 |
| Total | 1 | -- | 1192 | 51.7 | 559 | 24.2 | 555 | 24.1 | 2307 | 100.0 |

reported their general state of health as being a little better than that reported by the females. Among the male subjects, 53.3% felt that their health is "good," 23.4% believed that their general health is only "fair," and 23.2% rated their general health as being "poor." Slightly more than half (50.7%) of the females reported that their health is "good," 24.7% rated their general health as "fair," while 24.6% believed that their general state of health is "poor." It should be noted that without exception, every one of the subjects who reported "poor" health also reported to the interviewers one or more physical disabilities which are severe enough to impede their mobility.

From Table VIII one can see that although the female respondents showed a lower percentage reporting "good" vision, this group also had a lower percentage of "blind" persons than did the male group. Good vision was reported by 84.6% of the males as compared to 81.3% of the females. At the same time, only 0.7% of the female subjects are "blind" compared to 1.2% of the males. Only 14.1% of the males reported that their vision is "fair" while 17.9% of the female subjects rated their vision in this classification. For purposes of this study, "good" vision includes all persons whose vision is correctable with glasses to a point at which they could easily read the type found on the cards in the modified Q-sort decks. "Fair" vision was that with which, although the subject's mobility was not greatly affected by vision, he experienced a great deal of difficulty reading the Q-sort cards or found it impossible to do so. "Blind" was defined as total blindness.

The trend developed in general state of health and vision, in which a higher percentage of the male subjects rated these two factors as "good" than did the females, shows a slight reversal when it comes to the hearing of the subjects. Table IX shows that 88.1% of the females reported that their hearing is "good" compared to 85.8% of the males. At the same time, only 11.3% of the females rated their hearing as being "poor" compared to 13.9% of the males.

## TABLE VIII

### Respondents' State of Vision, by Sex

| Sex | No Response |  | Good |  | Fair |  | Blind |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 769 | 84.6 | 128 | 14.1 | 11 | 1.2 | 909 | 100.0 |
| Female | 1 | 0.1 | 1137 | 81.3 | 250 | 17.9 | 10 | 0.7 | 1398 | 100.0 |
| Total | 2 | 0.1 | 1906 | 82.6 | 378 | 16.4 | 21 | 0.9 | 2307 | 100.0 |

## TABLE IX

### Respondents' State of Hearing, by Sex

| Sex | No Response |  | Good |  | Poor |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 3 | 0.3 | 780 | 85.8 | 126 | 13.9 | 909 | 100.0 |
| Female | 9 | 0.6 | 1231 | 88.1 | 157 | 11.3 | 1398 | 100.0 |
| Total | 12 | 0.5 | 2011 | 87.2 | 283 | 12.3 | 2307 | 100.0 |

For purposes of this study, the person who experienced difficulty in communicating with the interviewer, even with the aid of a hearing appliance, was classified as having "poor" hearing. Prospective subjects who are completely deaf were not interviewed.

Table X gives a comparison of the types of housing in which the respondents live. Even though approximately 1.5% of the total sample failed to respond to this item, one can readily see that the majority of both male and female respondents live in private houses--81.1% of the males and 77.5% of the females. The next most common type of housing reported was apartments, where approximately 12% of the males and 17.5% of the females live. Only four male respondents and one female respondent reported that they live in a hotel, while 40 males and some 34 females indicated that they did live in a rooming house. Of the 18 respondents (8 male and 10 female) who indicated other types of housing than the four listed, all 18 were identified as persons living in house trailer units in a trailer park within the city. No effort was made to determine whether or not the subjects own their housing units.

Although a very high percentage reported that they live in private homes or apartments, one can see from Table XI that a number of those persons who reported living in these types of housing do not live alone. Slightly more than 67% of the males reported that they either live alone or live alone with their spouses, while slightly less than 55% of the females reported living alone by themselves or living alone with their spouses.

Table XII reports data which indicate with whom the 925 respondents, who reported they did not live alone, were living at the time of the interview. Approximately the same percentage of the males and females reported that they are living with children, 55% and 56%, respectively. A slightly higher percentage of the males (23%) than of the females (20.2%) reported that they are living with relatives other than children. Approximately 2.5% of both males and females indicated that they are living with a younger person to whom they are not related, while approximately 15% of both males and females indicated that they are living with another person near their own ages and to whom they are not related.

Approximately 5% of the male and 6% of the female respondents indicated that they are living with persons who would not fall in any of the four previously listed categories.

From Table XIII it can be noted that although some differences exist in the distribution of the retired and non-retired respondents according to sex, these differences are not great. As might have been expected, a slightly higher percentage of the male subjects reported that they are still employed than did females--12.6% and 11.4%, respectively. It should be noted, however, that only 758 of the 1,398 female subjects are included. The remainder, who reported that they had not worked outside the home for a period of more than five years, was omitted.

## TABLE X

### Type of Housing, by Sex

| Sex | No Response |  | Private House |  | Rooming House |  | Apartment |  | Hotel |  | Other |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 12 | 1.3 | 737 | 81.1 | 40 | 4.4 | 108 | 11.9 | 4 | 0.4 | 8 | 0.9 | 909 | 100 |
| Female | 27 | 1.9 | 1083 | 77.5 | 34 | 2.4 | 243 | 17.4 | 1 | 0.1 | 10 | 0.7 | 1398 | 100 |
| Total | 39 | 1.7 | 1820 | 78.9 | 74 | 3.2 | 351 | 15.2 | 5 | 0.2 | 18 | 0.8 | 2307 | 100 |

## TABLE XI

### Number Living Alone, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 612 | 67.3 | 296 | 32.6 | 909 | 100.0 |
| Female | 4 | 0.3 | 765 | 54.7 | 629 | 45.0 | 1398 | 100.0 |
| Total | 5 | 0.2 | 1377 | 59.7 | 925 | 40.1 | 2307 | 100.0 |

## TABLE XII

Various Living Arrangements, by Sex

| Sex | With Children | | With Other Relative | | With Younger Person | | With Person Own Age | | Other | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 163 | 55.0 | 68 | 23.0 | 7 | 2.4 | 43 | 14.5 | 15 | 5.1 | 296 | 100.0 |
| Female | 352 | 56.0 | 127 | 20.2 | 16 | 2.5 | 98 | 15.6 | 36 | 5.7 | 629 | 100.0 |
| Total | 515 | 55.7 | 195 | 21.1 | 23 | 2.5 | 141 | 15.2 | 51 | 5.5 | 925 | 100.0 |

TABLE XIII

Retirement Status, by Sex

| Sex | No Response |  | Retired |  | Not Retired |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 3 | 0.3 | 792 | 87.1 | 114 | 12.6 | 909 | 100.0 |
| Female | 2 | 0.3 | 669 | 88.3 | 87 | 11.4 | 758 | 100.0 |
| Total | 5 | 0.3 | 1461 | 87.6 | 201 | 12.1 | 1667 | 100.0 |

Analysis of responses to the question, "How long have you been retired?", found in Table XIV, shows that the females indicated that in general they had been retired for a longer period of time than had the male subjects. There wer 19.4% of the males who had been retired two years or less compared to 10.4% of the females. At the same time, 29.0% of the males indicated that they had been retired for from three to five years, and 51.2% said they had been retired six or more years compared to 13.3% and 75.4%, respectively, of the females. It should be noted that 201 of the 1,667 respondents who had worked outside of the home were not retired at the time of the interview. These differences, when tested by Chi Square, were significantly different from zero at $P \leq 0.001$.

TABLE XIV

Length of Time Retired, by Sex

| Sex | No Response |  | Two Years or Less |  | 3-5 Years |  | Six or More |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Male | 3 | 0.4 | 154 | 19.4 | 231 | 29.0 | 407 | 51.2 | 795 | 100.0 |
| Female | 6 | 0.9 | 70 | 10.4 | 89 | 13.3 | 506 | 75.4 | 671 | 100.0 |
| Total | 9 | 0.6 | 224 | 15.3 | 320 | 21.8 | 913 | 62.3 | 1466 | 100.0 |

Looking at the reasons that the retired subjects gave the interviewers for retiring, it can be seen in Table XV that while the majority of the men retired mainly for one of three reasons, the great majority of females indicated that they had retired voluntarily. This finding is not too surprising in view of the fact that Table XIV shows that more than 75% of the retired females reported that they had been retired for six years or more. Approximately 40% of the males retired voluntarily.

It is interesting to note that nearly 30% of the males retired because they had reached a mandatory retirement age, compared to 6.6% for the females. Table XV shows that 25.3% of the male subjects retired because of ill health while only 18.2% of the females indicated that they had retired for this reason. Only 4.2% of the males and 3.4% of the females reported that they had retired because of a cut-back in personnel or a relocation of their place of employment. Approximately one per cent of each group listed other resons for retiring.

Turning to the employment background of the subjects, Table XVI shows the distribution of the subjects according to the number of years they were employed in their last jobs or occupations prior to retirement. Males reported a much higher percentage of their number as having been employed 11 years or longer on their last jobs or occupations prior to retirement. There were 82.7% of the men who reported having worked 11 or more years, compared to only 2.9% of the women. On the other hand, 75.4% of the females indicated that they had worked from six to ten years on their last jobs, and 21.2% reported that they had spent five years or less at their last place of employment. These percentages compare with 8.9% of the men reporting six to ten years and 5.3% reporting five years or less. These differences were found to differ significantly from zero when tested by Chi Square for goodness of fit with the normal distribution.

As shown in Table XVII, the types of employment reported by the subjects varied greatly by sex. At first glance it was surprising to find such a high percentage of women classified as "professional"--11.9% compared to only 6.1% for the males. However, a majority of the female subjects so classified indicated that they had been school teachers. All of the subjects who were classified as farmers were males and all subjects in the category "domestic" were female.

Of the next three highest levels of occupational classification, Table XVII shows that almost 50% of the males were found here, compared to only slightly more than 35% of the female subjects. There were 7.6% of males classified as "managerial, official, or proprietor"; 13.2% as "sales or clerical"; and, 27.3% as "craftsmen." In the same three categories, one finds 3.8%, 26.1%, and 5.5%, respectively, of the females.

Among the lower classifications of occupations, Table XVII indicates that some 22.8% of the male subjects were classified as "operative," none as "domestics," 13.3% as "service workers," and 5.8% were classified as "unskilled laborers." More than 50% of the female respondents who were employed fell into one of the four lower classifications of occupation. There were 16.2% classified as "operatives," 18.2% as "domestics" 16.9% as "service workers," and 1.1% as "unskilled laborers."

## TABLE XV

Reasons for Retirement, by Sex

| Sex | No Response | | Mandatory | | Voluntary | | Health | | Cut-back, Relocation | | Other | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 4 | 0.5 | 238 | 29.9 | 312 | 39.2 | 201 | 25.3 | 33 | 4.2 | 7 | 0.9 | 795 | 100.0 |
| Female | 2 | 0.3 | 44 | 6.6 | 471 | 70.2 | 122 | 18.2 | 23 | 3.4 | 9 | 1.3 | 671 | 100.0 |
| Total | 6 | 0.4 | 282 | 19.2 | 783 | 53.4 | 323 | 22.0 | 56 | 3.9 | 16 | 1.1 | 1466 | 100.0 |

## TABLE XVI

### Number of Years Spent in Last Occupation, by Sex

| Sex | Response | | Five Years or Less | | 6-10 Years | | More than Ten Years | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Male | 28 | 3.1 | 48 | 5.3 | 81 | 8.9 | 752 | 82.7 | 909 | 100.0 |
| Female | 4 | 0.5 | 161 | 21.2 | 571 | 75.4 | 22 | 2.9 | 758 | 100.0 |
| Total | 32 | 1.9 | 209 | 12.5 | 652 | 39.1 | 774 | 46.5 | 1667 | 100.0 |

TABLE XVII

Classification of Last Occupation, by Sex

| Sex | No Response |  | Professional Technical |  | Farmer |  | Managerial Official Proprietor |  | Clerical Sales |  | Craftsmen Foreman |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 21 | 2.3 | 55 | 6.1 | 15 | 1.7 | 69 | 7.6 | 120 | 13.2 | 248 | 27.3 |
| Female | 2 | 0.3 | 90 | 11.9 | 0 | -- | 29 | 3.9 | 198 | 26.1 | 42 | 5.5 |
| Total | 23 | 1.4 | 145 | 8.7 | 15 | 0.9 | 98 | 5.9 | 318 | 19.1 | 290 | 17.4 |

| Sex | Operative |  | Domestic |  | Service Except Domestic |  | Unskilled Laborer |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Male | 207 | 22.8 | 0 | -- | 121 | 13.3 | 53 | 5.8 | 909 | 100.0 |
| Female | 123 | 16.2 | 138 | 18.2 | 128 | 16.9 | 8 | 1.1 | 758 | 100.0 |
| Total | 330 | 19.8 | 138 | 8.3 | 249 | 14.9 | 61 | 3.6 | 1667 | 100.0 |

X = 403.4 @ df. Significant @ P = .001.

The cateogries of occupational classification used in this project have been adapted from the 1960 U.S. Bureau of the Census Occupational Classification and Description. For the purpose of this study, the 11 categories used by the U.S. Census Bureau were condensed into nine. This arrangement accommodated the data to the nine rows on the computer cards without doing particular injustice to the classification system. The two categories which were combined were (1) the clerical and sales categories were lumped into "sales and kindred workers," and (2) farm and mine workers, which was combined with "operatives and kindred workers."

Analysis of data reported in Table XVIII, comparing the monthly income reported by males and females, showed that in general the males reported a higher level of income than did the females in the sample. The median income for the females fell in the category of less than $150 per month, while the median income reported by the male subjects fell within the range of $150-$250 per month. Of the 1,398 female subjects, 792 (56.6%) reported a monthly income of less than $150. Approximately 30% of the females reported monthly incomes ranging from $150 to $375 per month, and slightly more than 11% reported monthly incomes of $376 or more. Forty-eight (3.4%) females and 13 males (1.3%) refused to report a monthly income.

Slightly less than 45% of the males (405) reported a monthly income of less than $150. Approximately 40% (355) reported incomes ranging from $150-$375 per month, while 15% (136) reported incomes in excess of $375 per month. It was assumed that respondents, whether male or female, if living with spouse, were reporting total income for husband and wife.

Turning to the sources of reported income, it should be noted that when the data were analyzed the 13 sources of income listed on the interview schedule were combined into six classifications. The "wages and salary" column of Table XIX includes wages, salaries or commissions, and income from business as listed on the interview schedule. The "investment" column of Table XIX included the following items from the interview schedule: interest on savings and investments, income from rental properties, endowment insurance policies, and income from annuities. The column "social security" included social security pensions only. The "retirement program" column included employers' retirement programs only. The column listed as "pensions" in Table XIX included all responses to welfare, old age security insurance, disability compensation, and veterans' pension items listed on the interview schedule. The column designated as "other" in the table included only those responses on the interview schedule recorded under "other."

Approximately the same percentage of males and females reported wages and salaries as a source of income--9.7% for males and 9.8% for females. The only other similarity in sources of income reported by the two groups was under the heading of pensions, where 10.1% of the males reported receiving a pension as compared to 11% for the females. Investments as a source of income was reported by 4% more females than males, 25.5% as compared to 21.5%. At the same time, approximately 4% more females reported receiving social security pensions than did the males--40% of the

## TABLE XVIII

Amount of Monthly Income, by Sex

| Sex | No Response | | Less Than $150 | | $150-$250 | | $251-$375 | | $376-$500 | | More Than $500 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 8 | 0.9 | 410 | 45.1 | 240 | 26.4 | 115 | 12.6 | 65 | 7.2 | 71 | 7.8 | 909 | 100.0 |
| Female | 36 | 2.6 | 792 | 56.6 | 261 | 18.7 | 152 | 10.9 | 88 | 6.3 | 69 | 7.9 | 1398 | 100.0 |
| Total | 44 | 1.9 | 1202 | 52.1 | 501 | 21.7 | 267 | 11.6 | 153 | 6.6 | 140 | 6.1 | 2307 | 100.0 |

## TABLE XIX

Sources of Income, by Sex

| Sex | No Response | | Wages and Salaries | | Investments | | Social Security | | Retire-ment Program | | Pension | | Other | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 8 | 0.5 | 165 | 9.7 | 365 | 21.5 | 607 | 35.8 | 363 | 21.4 | 172 | 10.1 | 16 | 1.0 | 1690 | 100.0 |
| Female | 36 | 1.6 | 223 | 9.8 | 577 | 25.5 | 815 | 35.9 | 286 | 12.6 | 251 | 11.1 | 79 | 3.5 | 2267 | 100.0 |
| Total | 44 | 1.1 | 388 | 9.8 | 942 | 23.9 | 422 | 35.9 | 649 | 16.4 | 423 | 10.7 | 95 | 2.4 | 3963 | 100.0 |

females as compared to approximately 36% of the males. Among the males, 21.5% reported an employers' retirement program as a source of income compared to slightly more than 12.5% of the females. It can be seen from Table XIX that 3.5 times as many females reported an "other" source of income as did the males, 3.5% compared to 1%. For the most part, when other sources of income were listed, they were represented as financial assistance from a son or daughter.

As a means of getting some measure of the mobility of the subjects in order to determine the difficulty that would be involved in getting them to attend adult classes either on a campus or at a community center, they were asked whether or not they drive a car. Table XX reports the response to that question. One can see that a much higher percentage of men than women reported that they still drive a car--47.3% compared to only 11.4%. These differences, when tested by Chi Square, were found to be significantly different from zero at ≤ .001.

TABLE XX

Whether or not Respondents Drive a Car, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 5 | 0.6 | 430 | 47.3 | 474 | 52.1 | 909 | 100.0 |
| Female | 1 | 0.1 | 160 | 11.4 | 1237 | 88.5 | 1398 | 100.0 |
| Total | 6 | 0.3 | 590 | 25.6 | 1711 | 74.1 | 2307 | 100.0 |

Other measures of the subjects' mobility were made by attempting to assess their participation in activities that required them to leave their homes. Table XXI shows the distribution of the responses to a question, "How often do you attend Church worship services?" It can be seen from this table that more than 13% more women attend church than do the men. Of the females, 55.9% reported attending church twice a month or more often compared to 42.1% of the males. Approximately 21% of each group indicated that they attend less often than twice a month. These differences were found to be significantly different from zero at a probabilty of less than 0.01 when tested by Chi Square.

An attempt was made to measure the degree of participation by the sample subjects in educational and cultural activities by asking the question, "Have you participated in any educational or cultural activity during the past year, such as adult education classes, concerts, etc.?" Table XXII indicates that an extremely low percentage of both female and male respondents had participated in such activities during the year

## TABLE XXI

### Frequency of Church Attendance, by Sex

| Sex | No Response | | Never | | Twice a Month or More | | Less Than Twice a Month | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Male | 2 | 0.2 | 334 | 36.7 | 383 | 42.1 | 190 | 21.0 | 909 | 100.0 |
| Female | 2 | 0.2 | 321 | 23.0 | 781 | 55.9 | 294 | 20.9 | 1398 | 100.0 |
| Total | 4 | 0.2 | 655 | 28.3 | 1164 | 50.5 | 484 | 21.0 | 2307 | 100.0 |

## TABLE XXII

### Participation in Education and Cultural Activities, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 5 | 0.6 | 50 | 5.5 | 854 | 93.9 | 909 | 100.0 |
| Female | 1 | 0.1 | 122 | 8.7 | 1275 | 91.2 | 1398 | 100.0 |
| Total | 6 | 0.3 | 172 | 7.4 | 2129 | 92.3 | 2307 | 100.0 |

preceding the interview. Only 8.7% of the female and 5.5% of the male subjects reported that they had taken part in either an educational or cultural activity. These differences, when tested by Chi Square, differed significantly from zero at a probability of less than 0.001.

In order to obtain a further measure of the degree of mobility of the subjects studied, a series of questions was asked dealing with the subjects' attendance at such activities as movies, stage plays, lecture series, and athletic events. From Table XXIII, one may note that a higher percentage of the females than males reported attending motion pictures during the past year. There were 11.4% of the females who reported that they had attended two or fewer movies during that time, while 11.8% reported they had attended three or more. At the same time, 8.1% of the male respondents reported that they had attended two or fewer movies and approximately 8.5% had attended three or more during the past year. When these differences were tested by Chi Square, they were found to be significantly different from zero at $P \leq 0.001$.

Table XXIV shows that approximately half as many of the respondents indicated that they had attended stage plays during the past year as those who had attended movies. Again a higher percentage of the females, 12%, indicated that they had attended stage plays compared to 7.5% of the males. These differences were found to be significantly different from zero at a probability of less than 0.01.

In response to the question "Did you attend any events at Mershon Auditorium (a large auditorium on The Ohio State University campus where artists', music, and drama series are held) during the past year other than stage plays?," a high percentage of the respondents indicated that they had not. Table XXV shows that 96.1% of the male respondents and 93.4% of the females answered the question in the negative. These differences, when tested by Chi Square, were found to be significantly different from zero at $P \leq 0.01$.

Table XXVI, reporting the responses to the question, "Did you attend any lecture series during the past year?," shows that very few of the sample subjects reported attending a lecture series. Only 2.2% of the males and 1.8% of the female respondents indicated that they had attended a lecture series of any type during the past year. The difference between the distribution of males and females in this case was found not to be significantly different from zero. It should also be pointed out here, that in more than 30% of the cases when respondents indicated that they had attended a lecture series during the past year, there were some questions in the interviewers' minds as to whether or not these events could actually be classified as a lecture series. Apparently, in these cases the respondents indicated that they had attended a lecture or two lectures rather than a series of lectures as one would normally think of a lecture series.

## TABLE XXIII

Frequency of Attendance at Motion Pictures, by Sex

| Sex | No Response | | Never | | Two Times a Year or Less | | Three to Five a Year | | Six to Eleven Times | | Twelve Times or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 758 | 83.4 | 74 | 8.1 | 55 | 6.1 | 11 | 1.2 | 10 | 1.1 | 909 | 100.0 |
| Female | 2 | 0.1 | 1072 | 76.7 | 159 | 11.4 | 112 | 8.0 | 32 | 2.3 | 21 | 1.5 | 1398 | 100.0 |
| Total | 3 | 0.1 | 1830 | 79.3 | 233 | 10.1 | 167 | 7.2 | 43 | 1.9 | 31 | 1.4 | 2307 | 100.0 |

## TABLE XXIV

Frequency of Attendance at Stage Plays, by Sex

| Sex | No Response | | Never | | Two Times a Year or Less | | Three to Five a Year | | Six to Eleven Times | | Twelve Times or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 840 | 92.4 | 33 | 3.6 | 17 | 1.9 | 8 | 0.9 | 10 | 1.1 | 909 | 100.0 |
| Female | 0 | -- | 1230 | 88.0 | 68 | 4.8 | 57 | 4.1 | 21 | 1.5 | 21 | 1.5 | 1398 | 100.0 |
| Total | 1 | -- | 2070 | 89.7 | 101 | 4.4 | 74 | 3.2 | 29 | 1.3 | 31 | 1.4 | 2307 | 100.0 |

## TABLE XXV

Attendance of Activities at Mershon Auditorium, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 3 | 0.3 | 33 | 3.6 | 873 | 96.1 | 909 | 100.0 |
| Female | 0 | -- | 92 | 6.6 | 1306 | 93.4 | 1398 | 100.0 |
| Total | 3 | 0.1 | 125 | 5.4 | 2179 | 94.5 | 2307 | 100.0 |

## TABLE XXVI

Attendance at Lecture Series, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 5 | 0.6 | 20 | 2.2 | 884 | 97.2 | 909 | 100.0 |
| Female | 2 | 0.1 | 25 | 1.8 | 1371 | 98.1 | 1398 | 100.0 |
| Total | 7 | 0.3 | 45 | 2.0 | 2255 | 97.7 | 2307 | 100.0 |

Turning to participation in outdoor events and activities, Table XXVII shows that about 30% of the male respondents as compared to only 6.4% of the female respondents, had been hunting or fishing during the past year.

### TABLE XXVII

Hunting and Fishing Activities, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 3 | 0.3 | 269 | 29.6 | 637 | 70.1 | 909 | 100.0 |
| Female | 3 | 0.2 | 89 | 6.4 | 1306 | 93.4 | 1398 | 100.0 |
| Total | 6 | 0.3 | 358 | 15.5 | 1943 | 84.2 | 2307 | 100.0 |

In response to the question concerning the subjects' participation during the past month in athletic events, Table XXVIII shows that 8.6% of the male respondents had taken part in some kind of athletic activities, such as hiking, golf, or tennis, as compared with only 2.9% of the female respondents.

### TABLE XXVIII

Participation in Athletic Activities, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 5 | 0.6 | 78 | 8.6 | 826 | 90.8 | 909 | 100.0 |
| Female | 1 | 0.1 | 40 | 2.9 | 1357 | 97.0 | 1398 | 100.0 |
| Total | 6 | 0.3 | 118 | 5.1 | 2183 | 94.6 | 2307 | 100.0 |

The proportion of the males who indicated they had been spectators at some athletic events even during the past year was approximately three times as great as the proportion of females. Table XXIX shows that approximately 21% of the males and 7.5% of the females had been spectators at some athletic events during the past year.

## TABLE XXIX

Attendance at Athletic Events, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 4 | 0.4 | 188 | 20.7 | 717 | 78.9 | 909 | 100.0 |
| Female | 2 | 0.1 | 103 | 7.4 | 1293 | 92.5 | 1398 | 100.0 |
| Total | 6 | 0.3 | 291 | 12.6 | 2010 | 87.1 | 2307 | 100.0 |

While a low percentage of both male and female respondents indicated that they had taken part in athletic activities either as participants or as spectators, Table XXX shows that a rather high percentage of the sample subjects reported that they did watch televised athletic events. Slightly more than 80% of the male respondents and slightly more than 59% of the female respondents reported that they had watched televised athletic events during the past year. The difference between male and female was found to be significantly different from zero at $P \leq 0.001$.

## TABLE XXX

Number Watching TV Sports Programs, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 8 | 0.9 | 730 | 80.3 | 171 | 18.8 | 909 | 100.0 |
| Female | 2 | 0.1 | 827 | 59.2 | 569 | 40.7 | 1398 | 100.0 |
| Total | 10 | 0.4 | 1557 | 67.5 | 740 | 32.1 | 2307 | 100.0 |

Although only about 4% of the males and about 5.5% of the females said they had used a library during the past month (Table XXXI), a much larger proportion of both sexes said they read books.

## TABLE XXXI

Number Using a Library, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 35 | 3.9 | 873 | 96.0 | 909 | 100.0 |
| Female | 2 | 0.1 | 78 | 5.6 | 1318 | 94.3 | 1398 | 100.0 |
| Total | 3 | 0.1 | 113 | 4.9 | 2191 | 95.0 | 2307 | 100.0 |

When asked how many books they had read during the past year, one-fourth of the male and one-third of the female respondents indicated that they had read one or more. Table XXXII shows that the average number of books read by both male and female respondents who did read was approximately the same, between three books read by both male and female respondents who did read was approximately the same, between three and five books. It was noted by the interviewers that among those respondents who reported reading five or fewer books during the year one of the books was usually the Holy Bible. It was interesting to note that only a little more than 8% of either men or women read as many as six books a year. Differences between the distribution of male and female respondents, when tested by Chi Square, were found to be significantly different from zero at $P \leq 0.01$.

## TABLE XXXII

Number of Books Read during the Past Year, by Sex

| Sex | No Response |  | None |  | Two or Less |  | Three to Five |  | Six to Eleven |  | Twelve or More |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 677 | 74.5 | 106 | 11.7 | 50 | 5.5 | 22 | 2.4 | 53 | 5.8 | 909 | 100.0 |
| Female | 2 | 0.1 | 931 | 66.6 | 237 | 17.0 | 105 | 7.5 | 46 | 3.3 | 77 | 5.5 | 1398 | 100.0 |
| Total | 3 | 0.1 | 698 | 69.8 | 343 | 14.9 | 155 | 6.7 | 68 | 2.9 | 130 | 5.6 | 2307 | 100.0 |

Looking at other reading habits maintained by the subjects, one can see from Table XXXIII that the difference between the percentages of male and female respondents who had read a newspaper the day before they were interviewed is rather small, with 88.1% of the females indicating they read a newspaper the day before the interview compared to 87.7% of the males.

TABLE XXXIII

Number Reading Newspapers, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 2 | 0.2 | 792 | 87.1 | 115 | 12.7 | 909 | 100.0 |
| Female | 5 | 0.4 | 1231 | 88.1 | 162 | 11.5 | 1398 | 100.0 |
| Total | 7 | 0.3 | 2203 | 87.7 | 277 | 12.0 | 2307 | 100.0 |

Table XXXIV shows that a relatively large number of both men and women read magazines--607, or about 67%, for the men, and 1,014, or about 72.5%, for the women.

TABLE XXXIV

Number Reading Magazines, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 0 | -- | 607 | 66.8 | 302 | 33.2 | 909 | 100.0 |
| Female | 1 | 0.1 | 1014 | 72.5 | 383 | 27.4 | 1398 | 100.0 |
| Total | 1 | -- | 1621 | 70.3 | 685 | 29.7 | 2307 | 100.0 |

Data from the question as to what magazines the subjects read showed considerable sameness in the top choices by men and women. The first four choices for men were Life, Reader's Digest, Saturday Evening Post, and Look, in that order. For women the first four choices were, in order, Reader's Digest, Life, McCalls, and Saturday Evening Post. The six next most frequently mentioned by men were, in order, Sports, Time, a religious magazine, a men's magazine (Esquire, True, Argosy), U.S. News and World Report, and Mechanics. For their next six choices the women selected Look, a religious magazine, Ladies' Home Journal, Good Housekeeping, Time, and Redbook, in that order. Other magazines rating rather high with both groups were National Geographic, and Ebony, a magazine depicting negro life, the former placing 11th and the latter 14th on the composite rank order scale. It is interesting to note that although there was a fair amount of interest on the part of women for "home" magazines such as House Beautiful and American Home, neither men nor women showed much interest in such quality magazines as Atlantic Monthly, with 11 readers; Harpers, or New Yorker, each of which was mentioned by 9 persons; or Saturday Review, mentioned by six.

In response to the question, "Did you read a trade or professional journal during the past month?," data in Table XXXV, indicate that more than 12% of the male respondents had read some type of trade or professional journal during the month prior to the interview, compared to slightly more than 3% of the female respondents. This difference, when tested by Chi Square, was found to be significantly different from zero at P ≤ 0.001.

TABLE XXXV

Number Reading Trade or Professional Journals, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 7 | 0.8 | 109 | 12.0 | 791 | 87.2 | 909 | 100.0 |
| Female | 10 | 0.7 | 43 | 3.1 | 1347 | 96.2 | 1398 | 100.0 |
| Total | 17 | 0.7 | 152 | 6.6 | 2138 | 92.7 | 2307 | 100.0 |

Data in Table XXXVI show that 95% of male and 95.6% of female respondents have a radio available for their use. Of these respondents slightly less than 80% reported that they listen to it. Table XXXVII shows that the female respondents listen for longer periods of time during the day than the male respondents.

Turning to program preferences expressed by male and female respondents, Table XXXVIII shows that interest expressed in programs such as

TABLE XXXVI

Availability of Radio, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 0 | -- | 864 | 95.0 | 45 | 5.0 | 909 | 100.0 |
| Female | 5 | 0.3 | 1336 | 95.6 | 57 | 4.1 | 1398 | 100.0 |
| Total | 5 | 0.2 | 2200 | 95.6 | 102 | 4.4 | 2307 | 100.0 |

## TABLE XXXVII

Hours Per Day Spent Listening to Radio, by Sex

| Sex | No Response | | None | | Two or Less | | Three to Five | | Six or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 0 | -- | 203 | 23.4 | 470 | 54.4 | 154 | 17.8 | 38 | 4.4 | 864 | 100.0 |
| Female | 5 | 0.4 | 276 | 20.6 | 666 | 49.6 | 298 | 22.2 | 96 | 7.2 | 1341 | 100.0 |
| Total | 5 | 0.2 | 498 | 21.7 | 1136 | 51.5 | 452 | 20.5 | 134 | 6.1 | 2205 | 100.0 |

## TABLE XXXVIII

### Radio Programs Preferences, by Sex

| Sex | No Preference* | News and Weather | | Sports | | Music | | Serials | |
|---|---|---|---|---|---|---|---|---|---|
| | N | N | % | N | % | N | % | N | % |
| Male | 247 | 1060 | 59 | 305 | 16.9 | 338 | 18.8 | 6 | 0.3 |
| Female | 226 | 1672 | 54.5 | 85 | 2.9 | 783 | 26.5 | 45 | 1.5 |
| Total | 473 | 2732 | 57.4 | 390 | 8.2 | 1121 | 23.5 | 51 | 1.1 |

| Sex | Home & Garden | | Religion | | Farm | | Misc. | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Male | 6 | 0.3 | 69 | 3.8 | 4 | 0.2 | 13 | 0.7 | 1801 | 100.0 |
| Female | 21 | 0.7 | 250 | 8.4 | 5 | 0.2 | 98 | 3.3 | 2959 | 100.0 |
| Total | 27 | 0.6 | 319 | 6.7 | 9 | 0.2 | 111 | 2.3 | 4760 | 100.0 |

*Not included in totals

day-time serials, home and garden programs, and farm programs was quite low. Both males and females expressed approximately the same degree of interest in news and weather programs. However, for sports programs, almost 17% of the males indicated that one of their three favorite radio programs is sports, compared to 2.9% of the females. More than 26% of the females expressed a preference for music programs compared to slightly less than 19% of the male respondents; 8.5% of the female respondents expressed a preference for religious programs compared to 2.9% of the male respondents. Group differences, when tested by Chi Square, were found to be significantly different from zero at $P \leqq 0.001$.

It is interesting to note, in comparing the availability of television receivers with the availability of radios among the subjects, that approximately the same percentage of subjects had a television set as had a radio. Table XXXIX shows 94.1% have a TV set available, as compared to 95.6% with a radio.

TABLE XXXIX

Availability of TV Sets, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 0 | -- | 857 | 94.3 | 52 | 5.7 | 909 | 100.0 |
| Female | 7 | 0.5 | 1313 | 93.9 | 78 | 5.6 | 1398 | 100.0 |
| Total | 7 | 0.3 | 2170 | 94.1 | 130 | 5.6 | 2307 | 100.0 |

As might be expected, these older respondents indicated that they spent a much greater proportion of each day watching television than they did listening to a radio. Among those watching television for three to five hours daily there were 1,209 males and females, as compared with 452 males and females listening to a radio for the same time. More than three times as many of the respondents indicated that they watch the television set six hours or more a day as compared to the number who listen to the radio for the same amount of time (Table XL). Differences shown were significantly different at a probability of less than 0.001, when tested by Chi Square.

From Table XLI, it can be seen that a total of 150 respondents who indicated that a television set is available failed to respond when asked about their program preferences. Of those subjects responding, a higher percentage of men than women showed a preference for news programs, which included weather. Men also showed a markedly higher percentage favoring sports programs than did women. In only two other areas of programing,

2

## TABLE XL

Number of Hours Spent Watching TV, by Sex

| Sex | No Response | | None | | Two or More | | Three or More | | Six or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 0 | -- | 43 | 5.0 | 216 | 25.2 | 461 | 53.8 | 137 | 16.0 | 857 | 100.0 |
| Female | 7 | 0.5 | 36 | 3.6 | 243 | 18.4 | 749 | 56.8 | 285 | 21.6 | 1320 | 100.0 |
| Total | 7 | 0.3 | 79 | 3.6 | 459 | 21.1 | 1210 | 55.6 | 422 | 19.4 | 2177 | 100.0 |

TABLE XLI

TV Program Preferences, by Sex

| Sex | No Preference* | News | | Sports | | Serials | | Quiz Programs | | Variety | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | N | % | N | % | N | % | N | % | N | % |
| Male | 132 | 297 | 13.6 | 180 | 8.2 | 152 | 7.0 | 213 | 9.8 | 407 | 18.6 |
| Female | 18 | 348 | 9.7 | 25 | 0.7 | 780 | 21.6 | 472 | 13.1 | 864 | 23.9 |
| Total | 150 | 645 | 11.1 | 205 | 3.5 | 932 | 16.1 | 685 | 11.8 | 1271 | 21.9 |

| Sex | Situation Comedy | | Drama | | Westerns | | Documentaries | | Totals+ | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Male | 168 | 7.7 | 264 | 12.1 | 458 | 21.0 | 44 | 2.0 | 2183 | 100.0 |
| Female | 290 | 8.0 | 512 | 14.2 | 263 | 7.3 | 54 | 1.5 | 3608 | 100.0 |
| Total | 458 | 7.9 | 776 | 13.4 | 721 | 12.4 | 98 | 1.7 | 5791 | 100.0 |

*Not included in totals

+These totals do not add up to the numbers of respondents, as many respondents made more than one choice did men show a higher preference than women. These two were westerns, where 20.9% of the men indicated a preference compared to 7.6% of the women, and documentaries, where 2.2% of the men listed their preference compared to 1.6% of the women respondents. The female respondents showed a much higher preference for types of programs such as day-time serials, quizzes, and variety programs than did the males.

Table XLI also indicates that more than 14% more women prefer to watch day-time serial programs than do the men. Although a slightly higher percentage of women than men showed a preference for situation comedy and drama programs, this percentage was not great. There were 8% of the female respondents who indicated a preference for situation comedy compared to 7.7% of the male respondents; and 14.1% of the females indicated that they prefer drama programs compared to 12.1% of the males. The differences in program preference expressed between male and female respondents, when tested by Chi Square, were found to be significantly different from zero at $P \leq 0.001$.

Since a community educational television channel is available in the area, and since the colleges and universities in the area could make use of it in educating the aged, an effort was made to determine what proportion of the subjects could receive the UHF Educational Television, Channel 34, and of those who could receive the channel, what percentage watch the channel with any degree of regularity. As shown in Table XLII, of the 2,174 respondents who indicated that a television set is available, 36 failed to respond to the question "Can your set receive Channel 34?". Of those who did respond, only a little more than 6% indicated that their television receivers are capable of receiving Channel 34, 6.5% of the male and 6.3% of the female respondents, or a total of 138 subjects.

TABLE XLII

Availability of Channel 34, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 11 | 1.3 | 56 | 6.5 | 790 | 92.2 | 857 | 100.0 |
| Female | 28 | 2.2 | 82 | 6.3 | 1186 | 91.5 | 1296 | 100.0 |
| Total | 39 | 1.8 | 138 | 6.4 | 1976 | 91.8 | 2153 | 100.0 |

In response to the question, "Do you watch programs on Channel 34?," of the 138 respondents who could receive Channel 34, 90 reported that they watch this channel regularly and that they have a favorite program or programs. These subjects represented only 3.9% of the total sample (Table XLIII).

TABLE XLIII

Number Watching Channel 34 Regularly, by Sex

| Sex | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % |
| Male | 31 | 55.4 | 25 | 44.6 | 56 | 100.0 |
| Female | 59 | 72.0 | 23 | 28.0 | 82 | 100.0 |
| Total | 90 | 65.2 | 48 | 34.8 | 138 | 100.0 |

In response to the question, "Is there a record player available for your use?," 683 of the 2,307 total respondents said "yes." These respondents represented approximately 30% of the total sample (see Table XLIV). Of these respondents only 64 males and 66 females indicated that they make use of this instrument. There were no important differences between men and women as to the amount of time they listen to record players.

TABLE XLIV

Availability of Record Players, by Sex

| Sex | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Male | 3 | 0.3 | 265 | 29.1 | 641 | 70.6 | 909 | 100.0 |
| Female | 12 | 0.9 | 418 | 29.9 | 968 | 69.2 | 1398 | 100.0 |
| Total | 15 | 0.7 | 683 | 29.6 | 1609 | 69.7 | 2307 | 100.0 |

TABLE XLV

Hours Per Week Spent Listening to Record Player, by Sex

| Sex | None | | Two or Less | | Three or Five | | Six or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Male | 201 | 75.0 | 29 | 10.8 | 23 | 8.6 | 12 | 4.5 | 265 | 100.0 |
| Female | 319 | 74.2 | 43 | 10.0 | 33 | 7.7 | 23 | 5.3 | 418 | 100.0 |
| Total | 520 | 74.5 | 72 | 10.3 | 56 | 8.0 | 35 | 5.0 | 683 | 100.0 |

Other activities in which it was felt that the older subjects might participate in order adequately to use their leisure time were card games; table games, such as dominos, bingo, scrabble, etc: and entertaining in the home. Tables XLVI, XLVII, and XLVIII show the distribution of the responses to questions dealing with these three areas of activity. It can be seen from Table XLVI that only about 30% of the total sample indicated that they ever play cards. Of the 705 respondents indicating that they participate in card games, some 302 reported that they play once a week or more often, and 403 indicated that they play less than once a week. Of the male respondents 12.8% indicated that they participate in some type of card game once a week or oftener, and 13.4% of the females reported that they play cards with the same frequency. At the same time, some 19% of the male respondents indicated that they play cards less often than once a week, compared to 16.5% of the female respondents.

Slightly less than 15% of the total sample reported that they participate in other table games, and of this number some 100 reported that they participate once a week or more often; the remainder indicated that they take part less often than once a week. Table XLVII, shows that approximately the same percentage of male and female respondents participate in table games.

More than 60% of the respondents indicated that they entertain in their homes one or more times a month. Approximately 20%, or 453, reported that they entertain in their homes once a week or more often, compared to 42.8% who indicated that they entertain in their home less often than once a week. No important differences were found between men and women in activities reported in Tables XLVI, XLVII, and XLVIII.

Responses to the question, "Do you have a hobby?," showed that slightly more than 45% of the sample subjects reported that they have a hobby. Table XLIX shows that approximately 52% of the female respondents reported that they have a hobby, compared to approximately 64% of the males. When subjects were asked to name their hobbies, the ten hobbies more frequently mentioned by men were, in order, woodworking, gardening and flower-raising, fishing and hunting, sports (shuffle-board, golf, tennis, etc.) art, general repair skills, machine shop, coin collecting, photography, stamp - collecting, and music. Among the women subjects the ten most frequently mentioned hobbies were, in order, sewing, crocheting, gardening and flower raising, knitting, various crafts (leather working, jewelry-making), quilting, embroidering, dress-making, and tailoring, with cooking and music tying for tenth place. About one-third of the men and one-half of the women mentioned more than one hobby. It is interesting to note that while there were many divergences, men and women were very similar in their rating of gardening and music.

It can be seen from Table L that approximately 68% of the female subjects and approximately 58% of the male, or a total of about 65%, engage in lawn care, gardening, or care of house plants. Among the 1,471 subjects who participate in these activities, 800, or 54%, spend two or less hours per week on them; 365, or 25%, spent three to five; and 306, or approximately 20%, spend six hours or more.

## TABLE XLVI

### Frequency with Which Respondents Play Cards, by Sex

| Sex | No Response | | Never | | Once a Week or More | | Twice a Month | | Once a Month | | Less Than Once a Month | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 0 | -- | 622 | 68.4 | 115 | 12.7 | 41 | 4.5 | 58 | 6.4 | 73 | 8.0 | 909 | 100.0 |
| Female | 4 | 0.3 | 976 | 69.8 | 187 | 13.4 | 69 | 4.9 | 74 | 5.3 | 88 | 6.3 | 1398 | 100.0 |
| Total | 4 | 0.2 | 1598 | 69.2 | 302 | 13.1 | 110 | 4.8 | 132 | 5.7 | 161 | 7.0 | 2307 | 100.0 |

## TABLE XLVII

### Frequency with Which Respondents Participate in Table Games, by Sex

| Sex | No Response | | Never | | Once a Week or More | | Twice a Month | | Once a Month | | Less Than Once a Month | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 3 | 0.3 | 772 | 84.9 | 42 | 4.6 | 16 | 1.8 | 25 | 2.8 | 51 | 5.6 | 909 | 100.0 |
| Female | 3 | 0.2 | 1186 | 84.8 | 58 | 4.2 | 26 | 1.9 | 52 | 3.7 | 73 | 5.2 | 1398 | 100.0 |
| Total | 6 | 0.3 | 1958 | 84.8 | 100 | 4.4 | 42 | 1.8 | 77 | 3.3 | 124 | 5.4 | 2307 | 100.0 |

## TABLE XLVIII

### Frequency with Which Respondents Entertain in Their Homes, by Sex

| Sex | No Response | | Never | | Once a Week or More | | Twice a Month | | Once a Month | | Less Than Once a Month | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 2 | 0.2 | 355 | 39.1 | 166 | 18.3 | 162 | 17.8 | 144 | 15.8 | 80 | 8.8 | 909 | 100.0 |
| Female | 5 | 0.4 | 508 | 36.3 | 286 | 20.5 | 220 | 15.7 | 238 | 17.0 | 141 | 10.1 | 1398 | 100.0 |
| Total | 7 | 0.3 | 863 | 37.4 | 452 | 19.5 | 382 | 16.6 | 382 | 16.6 | 221 | 9.6 | 2307 | 100.0 |

## TABLE XLIX

Distribution of Respondents according to Whether or Not They Had a Hobby, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 580 | 63.8 | 328 | 36.1 | 909 | 100.0 |
| Female | 5 | 0.3 | 721 | 51.6 | 672 | 48.1 | 1398 | 100.0 |
| Total | 6 | 0.3 | 1301 | 56.4 | 1000 | 43.3 | 2307 | 100.0 |

TABLE L

Hours Per Week Spent on Garden, Lawn,
and Care of Houseplants, by Sex

| Sex | Response |  | None |  | Two or Less |  | Three to Five |  | Six or More |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 2 | 1.2 | 379 | 41.6 | 251 | 27.6 | 150 | 16.6 | 127 | 13.9 | 909 | 100.0 |
| Female | 6 | 0.4 | 449 | 32.1 | 549 | 39.3 | 215 | 15.4 | 179 | 12.8 | 1398 | 100.0 |
| Total | 8 | 0.3 | 828 | 35.9 | 800 | 34.7 | 365 | 15.8 | 306 | 13.3 | 2307 | 100.0 |

Two other leisure-time activities which are often associated with older people are political party work and membership in civic and cultural organizations. When the respondents were asked "Do you actively work for a political party?," it was found that only about 3.5% of the 2,307 respondents reported that they do, approximately two-thirds of whom were females. Of the total, 3.7% of the female respondents said that they work for a political party, compared to 3% of the males.

TABLE LI

Respondents Who Work for a Political Party, by Sex

| Sex | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Male | 1 | 0.1 | 28 | 3.0 | 880 | 96.9 | 909 | 100.0 |
| Female | 2 | 0.1 | 51 | 3.7 | 1345 | 96.2 | 1398 | 100.0 |
| Total | 3 | 0.1 | 79 | 3.5 | 2225 | 96.4 | 2307 | 100.0 |

Answers to an appropriate question showed only about 1% of the respondents belong either to the Columbus Art League or the Columbus Symphony Association; 1.4% of these were females as compared to 0.8% of the males.

Although a modified Q-sort technique containing suggested subject matter topics was administered to the subjects in an attempt to identify their interest in educational activities, it was felt that before they were subjected to the Q-sort they should be asked, through open-end questions, whether or not there were any activities in which they would like to receive further training. In line with this thinking, all respondents were asked two questions: (1) "Are there any crafts or skills in which you would like to receive training?" and (2) "Are there any subjects about which you would like to learn more?." In response to the first question, approximately 90% of the respondents said "No." Table LII shows that 9.9% of the female respondents and 5.4% of the male respondents indicated that they would like to receive further training in hobby skills. At the same time, approximately 3.5% of the male respondents and 1.5% of the female respondents indicated that they desire training in one of the other areas such as occupational skills, and cultural, crafts, or other leisure time skills.

In response to the second open-end question, about 20% of the subjects reported that they desire to learn more in certain subject matter areas. This was approximately twice as many respondents as those wishing training in hobbies and crafts. Table LIII shows that a slightly higher percentage

## TABLE LII

Training Desired in Crafts and Skills, by Sex

| Sex | No Response | | None | | Hobby Crafts | | Occupational Skills | | Cultural Crafts | | Other Leisure | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 2 | 0.2 | 828 | 91.1 | 49 | 5.4 | 15 | 1.7 | 2 | 0.2 | 13 | 1.4 | 909 | 100.0 |
| Female | 1 | 0.1 | 1234 | 88.3 | 139 | 9.9 | 5 | 0.4 | 2 | 0.2 | 16 | 1.1 | 1398 | 100.0 |
| Total | 3 | 0.1 | 2062 | 89.4 | 188 | 8.2 | 20 | 0.9 | 4 | 0.2 | 29 | 1.3 | 2307 | 100.0 |

## TABLE LIII

Training Desired in Subject Matter Areas, by Sex

| Sex | No Response | | None | | Technical or Scientific | | Political or Social | | Religion or Philosophy | | Cultural or Academic | | Language | | Misc. | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 2 | 0.2 | 729 | 80.2 | 38 | 4.2 | 49 | 5.4 | 19 | 2.1 | 13 | 1.4 | 11 | 1.2 | 48 | 5.3 | 909 | 100.0 |
| Female | 2 | 0.2 | 1099 | 78.6 | 43 | 3.1 | 59 | 4.2 | 52 | 3.7 | 50 | 3.6 | 28 | 2.0 | 65 | 4.6 | 1398 | 100.0 |
| Total | 4 | 0.2 | 1828 | 79.2 | 81 | 3.5 | 108 | 4.7 | 71 | 3.1 | 63 | 2.7 | 39 | 1.7 | 113 | 4.9 | 2307 | 100.0 |

of males than females was interested in learning more about subject matter areas, such as technical and scientific, and political and social. At the same time, the female respondents indicated a higher percentage than males for such areas as religion and philosophy, cultural and academic subjects, and languages. The category headed "amorphous" in Table LIII includes responses such as "I would like to learn more, but I am not sure which area" or "I think everyone should learn more." The differences between male and female respondents, when tested by Chi Square, were found to be significantly different from zero at $P \leq 0.05$.

In response to a question, "Are there any unexpected problems which you have encountered since you have retired or since you reached age 65?," more than one-fourth of the respondents indicated that they had met such problems. Of the problems reported, the majority were categorized into "financial," "health," "inactivity," and "loneliness." As might be expected, a slightly higher percentage of the female respondents reported financial problems than did the males, while a higher percentage of the male respondents listed poor health as an unexpected problem. None of the male respondents listed cost of health as a problem, whereas 0.3% of the females said this is a problem. In the categories of inactivity, loneliness, and personal problems, 4.4% of the male respondents reported that inactivity is an unexpected problem compared to 2.5% of the female respondents. Loneliness was listed by 5.4% of the female respondents compared to 3.6% of the male respondents. In all probability this can be accounted for to a large extent by the fact that a higher percentage of females than males had lost their spouses prior to being interviewed.

Table LV contains the data on responses to the question, "Do you feel that a university or other educational agency could help you with any of your problems?" Seventy-five percent of the respondents indicated that no university or other educational agency could help them in solving any of their problems, and approximately 20% of the respondents said they "didn't know." Of the 99 respondents who said an educational agency could help them, 85 said that a university could help them, compared to 6 who listed public schools, and 8 who listed a variety of other educational agencies.

## TABLE LIV

Types of Unexpected Problems Encountered in
Old Age or upon Retirement, by Sex

| Sex | No Response |  | None |  | Financial |  | Health |  | Cost of Health |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Male | 4 | 0.4 | 657 | 72.3 | 76 | 8.4 | 82 | 9.0 | 0 | 0.0 |
| Female | 12 | 0.9 | 1008 | 72.1 | 144 | 10.3 | 88 | 6.3 | 5 | 0.3 |
| Total | 16 | 0.7 | 1665 | 72.2 | 220 | 9.5 | 170 | 7.4 | 5 | 0.2 |

| Sex | Inactivity |  | Loneliness |  | Personal |  | Misc. |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Male | 40 | 4.4 | 33 | 3.6 | 14 | 1.6 | 3 | 0.3 | 909 | 100.0 |
| Female | 35 | 2.5 | 74 | 5.3 | 20 | 1.4 | 12 | 0.9 | 1398 | 100.0 |
| Total | 75 | 3.3 | 107 | 4.6 | 34 | 1.5 | 15 | 0.6 | 2307 | 100.0 |

## TABLE LV

Whether or Not Respondents Felt an Educational Agency Could Help Solve Their Problems, by Sex

| Sex | No Response | | No | | College or University | | Public School | | Other Agency | | Don't Know | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Male | 4 | 0.4 | 683 | 15.1 | 48 | 5.3 | 1 | 0.1 | 2 | 0.2 | 171 | 18.9 |
| Female | 6 | 0.4 | 1052 | 75.3 | 37 | 2.6 | 5 | 0.4 | 6 | 0.4 | 292 | 20.9 |
| Total | 10 | 0.4 | 1735 | 75.2 | 85 | 3.7 | 6 | 0.3 | 8 | 0.3 | 463 | 20.1 |

## Summary

### a. Demographic Data

Of the 2,307 subjects interviewed approximately 60% were women and 40% men. Approximately half of the subjects fell into each of the two age categories used, 65-71 and 72 and over. Nearly 83% were white and 17% were non-white--the latter category including not only Negroes but Asiatics and all others who could not qualify as "white."

More than 90% of both sexes were born in the United States, about 3% did not answer the question, and the remaining 5-1/2% were foreign-born.

Surprisingly, since Columbus is the capital city of what, until recently, has been considered an agricultural state, nearly 90% of subjects of both sexes had spent the major portion of their lives in cities of 25,000 or more population, while less than 5% of each sex had spent the greater part of their lives on a farm or in a town of 1,000 or less.

As to marital status, approximately two-thirds of the males but only one-third of the females were married and living with their spouses. More than half of the females and about one-fourth of the males were widowed. Roughly 6% of each sex were unmarried and approximately 3% of each sex were separated or divorced.

Educationally, the mean grade level achieved for both men and women was somewhere in the category 5th-8th grade, although a slightly larger proportion of women were found in that category than men. Nearly 40% more women had finished high school than men (20% vs. 14.5%), but more men (3.6%) had attained college degrees than women (2.8%), and nearly four times as many men as women had received advanced degrees (2.5% vs. 0.7%).

Roughly 50% of both sexes reported they are in good health, approximately 25% of each sex reported that their health is "fair," and another 25% of each sex that their health is "poor." Apparently older persons are taking excellent care of their eyes, since less than 1% of either sex is blind, and more than 80% of both sexes reported that their vision is "good." With respect to hearing, more than 85% of the males and 88% of the females reported their hearing is "good."

A large majority of the subjects--more than 80% of the males and 77.5% of the females--reported that they live in private houses. Of the remainder, about 15% of both sexes live in apartments and about 3% in rooming houses. Differences in sexes were that more women than men live in apartments and more men than women in rooming houses. Two-thirds of the males and about half of the females said that they live alone, either by themselves or with their spouses. Of the approximately one-fourth who live with other persons, more than half live with other relatives. The remaining subjects live with persons outside of the family.

### b. Work Status, Social and Cultural Activities

Approximately seven-eights of all of the men and of those women who had worked during the past five years were retired. In general, the working women have been retired longer than the men and they gave different reasons for retiring. About 70% of the women had retired voluntarily compared with about 40% of the men; about 30% of the men had reached a mandatory age limit as against about 7% of the women; about 25% of the men had retired for health reasons as compared with 18% of the women.

About twice as many women as men were found in both the "professional-technical" and the "clerical-sales" occupational classifications. Conversely, more men than women were found in the "managerial-official-proprietor," the "operative," and the "unskilled labor" classifications. The large number of women in the "professional-technical" classifications was accounted for by the inclusion of school teachers.

The fact that males have larger incomes than females is shown by the fact that the median income for women subjects falls in the category of less than $150 per month while the median income for men is in the category of $150-$250 per month. For those who have incomes located at the upper end of the scale the women more nearly equaled the men, the women having 14% with incomes of $375 per month or more and the men 15%.

Although nearly half of the 909 male subjects drive a car, only a little more than 10% of the females subjects do so, making a total of about 25% of the subjects.

More than a third of the men and a little less than a fourth of the women said that they never attend church. Of those who do attend, the majority attend twice a month or more often. Less than one out of sixteen of the subjects ever attend any educational or cultural activities. A similar small proportion ever attend stage plays, but about 20% attend movies, although only about half of these attend more than two times a year. Only about 5% said that they ever attend cultural activities at Ohio State University's Mershon Auditorium, and only 2% ever attend any lecture series elsewhere. Women attend all of these cultural activities in somewhat greater proportion than men.

In reference to outdoor activities, 30% of the men, but only 6.4% of the women, engage in hunting or fishing. Relatively few of the subjects, 8.6% of the men and 2.9% of the women, had been in the habit of participating in any athletic activities (bowling, tennis, golf, etc.). However, more than 20% of the men and more than 7% of the women leave their homes to attend athletic events. A much greater percentage of both men (80.3%) and women (59.2%) watch sports programs on TV.

Only about 5% of the subjects said that they use libraries, but a larger percentage, 25.5% for the men and 33.4% of the women, said that they read books. Only about 8% said they read six or more books a year. The subjects are avid readers of newspapers and magazines, seven-eighths of both sexes having read a newspaper the day before being interviewed and nearly three-fourths having read magazines during the week previous to the interview. About one out of eight men and one out of thirty women had read trade or professional journals.

About 95% of the subjects have a radio available and about 80% of them listen to it, a few more of the female subjects using it than the males and for more hours during the day. By comparison, nearly the same number have TV sets available, but 95% of the men and about 96% of the women having a set said they watch it. Fewer men (16%) tend to watch TV for six or more hours per day than women (21.6%). A local university educational TV channel operating on UHF is available to only 138 subjects, 90 of whom watch it regularly. Approximately two-thirds of these are women and one-third men. About 30% of the subjects have record players available and about five out of six of these make use of them, but only about 5% of those having them use them as much as six hours per week.

About 30% of the subjects engage in card playing and about 15% in table games as a pastime. A greater number, nearly two-thirds, socialize by entertaining friends in their homes, the majority twice a month or more often. More than 60% of the men and slightly more than half of the women said that they have a hobby. Woodworking, gardening, and fishing and hunting are more popular with the men and flower raising, sewing, and various other forms of needlework are most popular with the women.

In response to open-end questions, about 9% of the males and 12% of the female subjects said they would like to receive training in various crafts and skills. About 20% of both sexes want training in various subject matter areas. Asked if old age or retirement had brought any unexpected problems, more than one-fourth said it had, among which financial difficulties and health were mentioned most frequently and loneliness and inactivity mentioned fairly frequently. Only a few of these thought that a university or other educational agency could be of help in solving these problems.

### C. Stratification by Educational Level

Data for stratification by educational level of the respondents were obtained by a provision on the interview schedule for information as to the last year of school completed. For purposes of reporting the findings in this report it was decided that it would be most feasible to report data in terms of respondents who had (1) completed 11 years or less of education, and comparing these respondents against those who had (2) completed 12 years or more of education. Using this particular breakdown it was found that of the 2307 respondents in the sample, 703, or about 30%, had completed 12 years or more, while some 1604, or about 70%, of the respondents had completed 11 years of education or less or gave no response. Because of the relative insignificance of the data contained in them, certain of the tables for this section have been placed in the appendix.

The work history and retirement patterns developed from data collected from respondents at the two educational levels showed wide differences between the two groups in the way they answered the questions, "Are you retired?" and "How long have you been retired?" From Table LVI it can be seen that approximately the same percentage of the respondents from each of the educational levels reported that they were retired at the time they were interviewed--87.7% and 87.3%, respectively.

### TABLE LVI

Retirement Status, by Educational Level

| Educational Level | No Response | | Retired | | Not Retired | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 2 | 0.2 | 1008 | 87.8 | 138 | 12.0 | 1148 | 100.0 |
| Twelfth grade or more | 3 | 0.6 | 453 | 87.3 | 63 | 12.1 | 519 | 100.0 |
| Total | 5 | 0.3 | 1461 | 87.6 | 201 | 12.1 | 1667 | 100.0 |

On the other hand, analysis of responses to the question, "How long have you been retired?" (Table LVII) showed that a higher percentage of persons with a lower level of educational attainment had been retired for two years or less. A higher percentage of respondents reporting a high level of educational attainment reported that they had been retired for six years or longer at the time of the interview. Approximately the same percentage of the respondents in each group reported that they had been retired between three and five years--20% and 20.6%, respectively. Differences noted here were significantly different from zero at $P \leq 0.05$.

From Table LVIII it can be seen that a higher percentage of respondents from the higher educational level group retired because they had reached a mandatory retirement age and a higher percentage of this group also reported that they retired voluntarily than did respondents from the lower educational level group. There were 21.4% of persons of the higher educational level who retired at a mandatory retirement age compared to 18.1% of persons with a lower educational level. Slightly more than 60% of the respondents with a twelfth grade education or higher retired voluntarily, compared to slightly less than 50% of the persons with a lower educational level. At the same time approximately 25% of the

## TABLE LVII

Length of Time Retired, by Educational Level

| Educational Level | No Response |  | Two Years or Less |  | Three to Five Years |  | Six Years or More |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 7 | 0.7 | 173 | 17.1 | 213 | 21.1 | 617 | 61.1 | 1010 | 100.0 |
| Twelfth grade or more | 2 | 0.4 | 51 | 11.2 | 107 | 23.5 | 296 | 64.9 | 456 | 100.0 |
| Total | 9 | 0.6 | 224 | 15.3 | 320 | 21.8 | 913 | 62.3 | 1466 | 100.0 |

## TABLE LVIII

### Reasons for Retirement, by Educational Level

| Educational Level | No Response |  | Mandatory |  | Voluntary |  | Health |  | Cut-back or Relocation |  | Other |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 3 | 0.3 | 185 | 18.3 | 506 | 50.1 | 260 | 25.7 | 43 | 4.3 | 13 | 1.3 | 1010 | 100.0 |
| Twelfth grade or more | 3 | 0.7 | 97 | 21.3 | 277 | 60.7 | 63 | 13.8 | 13 | 2.8 | 3 | 0.7 | 456 | 100.0 |
| Total | 6 | 0.4 | 282 | 19.2 | 783 | 53.4 | 323 | 22.0 | 56 | 3.9 | 16 | 1.1 | 1466 | 100.0 |

persons with a lower educational level indicated that they had retired because of health reasons compared to slightly less than 14% of those persons with a high educational level. Differences noted between the two educational levels and the reasons given for retirement were significantly different from zero at the probability of less than 0.001.

Analyzing responses to the question, "What was your last occupation?" it can be seen from Table LIX that a higher percentage of persons with a higher level of education reported their last occupation as falling into the categories of professional; managerial, official, or proprietor; and sales or clerical. These findings are consistent with the generally accepted fact that the higher the level of professional competence the higher the level of education required for such a position. Differences noted between the type of last occupation reported by respondents from the two levels of educational attainment were found to be significantly different from zero at $P \leq 0.001$.

Sources of income reported by respondents from the two levels of educational attainment are shown in Table LX. Those respondents reporting the highest levels of educational attainment were also the group that reported a higher percentage of their number as receiving "wages and salary," and "savings and investments," as well as income from "employer's retirement program." At the same time, persons with a lower level of education also reported that social security pensions and "other" incomes were more common sources of income than they were for those in the higher educational bracket. Differences reported between the two educational levels relative to sources of income were found to be significantly different from zero at the probability of less than 0.001.

Referring to amount of income by educational status, Table LXI shows that more than twice as many in the lower educational group than in the higher one were found in the bottom income bracket of less than $150 per month--61.5% as compared with 28.5%. Almost equal percentages of the two groups were found in the next bracket, $150 to $250 per month--21.4% and 21.9%, respectively. However, when it came to the highest brackets of $250-$275, $376-$500, and more than $500, greater percentages of the better educated as compared with the lower educational group were found in the successive brackets--19.6%, 13.2%, and 14.2%, respectively, for the better educated group as compared with 8%, 3.7%, and 2.5%, respectively, for the lower educational group.

Data concerning the types of housing in which respondents indicated they were living at the time of the interview is reported in Table LXII. Approximately 84% of the group with a higher level of educational attainment indicated that they live in a private home compared to just less than 77% of the group with lower educational attainment. Conversely, this table also shows that a higher percentage of those individuals with a lower level of educational attainment reported that they live in other types of housing--rooming house, apartment, hotel, or "other." Differences in types of housing reported by the two groups were found to be significantly different from zero at the probability of less than 0.001.

## TABLE LIX

Last Reported Job or Occupation, by Educational Level

| Educational Level | No Response |  | Professional |  | Farmer |  | Manager, Official, Proprietor |  | Sales and Clerical |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | L | % |
| Eleventh grade or less | 14 | 1.2 | 15 | 1.2 | 12 | 0.9 | 52 | 4.5 | 151 | 13.2 |
| Twelfth grade or more | 9 | 1.6 | 130 | 25.0 | 3 | 0.5 | 46 | 8.8 | 167 | 32.3 |
| Total | 23 | 1.4 | 145 | 8.7 | 15 | 0.9 | 98 | 5.9 | 318 | 19.1 |

| Educational Level | Craftsman |  | Operative |  | Domestic |  | Service Workers |  | Unskilled Laborers |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 234 | 20.5 | 265 | 23.2 | 128 | 11.2 | 219 | 19.1 | 58 | 5.0 | 1148 | 100.0 |
| Twelfth grade or more | 56 | 10.9 | 65 | 12.7 | 10 | 1.9 | 30 | 5.8 | 3 | 0.5 | 519 | 100.0 |
| Total | 290 | 17.4 | 330 | 19.8 | 138 | 8.3 | 249 | 14.9 | 61 | 3.6 | 1667 | 100.0 |

TABLE LX

Sources of Income, by Educational Level

| Educational Level | No Response | | Wages and Salary | | Savings and Investment | | Social Security | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 31 | 1.2 | 233 | 9.1 | 501 | 19.4 | 1018 | 39.4 |
| Twelfth grade or more | 13 | 0.9 | 155 | 11.2 | 441 | 31.9 | 404 | 29.2 |
| Total | 44 | 1.1 | 388 | 9.8 | 942 | 23.7 | 1422 | 35.9 |

| Educational Level | Employers' Retirement Programs | | Other Pensions | | Other Sources | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 381 | 14.8 | 349 | 13.5 | 68 | 2.6 | 2581 | 100.0 |
| Twelfth grade or more | 268 | 19.4 | 74 | 5.4 | 27 | 2.0 | 1382 | 100.0 |
| Total | 649 | 16.4 | 423 | 10.7 | 95 | 2.4 | 3963 | 100.0 |

## TABLE LXI

Amount of Monthly Income, by Educational Level

| Educational Level | No Response | | Less Than $150 | | $150-250 | | $251-375 | | $376-500 | | More Than $500 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 39 | 2.4 | 985 | 61.5 | 351 | 21.9 | 129 | 8.0 | 60 | 3.7 | 40 | 2.5 | 1604 | 100.0 |
| Twelfth grade or more | 22 | 3.1 | 200 | 28.5 | 150 | 21.4 | 138 | 19.6 | 93 | 13.2 | 100 | 14.2 | 703 | 100.0 |
| Total | 61 | 2.6 | 1185 | 51.4 | 501 | 21.7 | 267 | 11.6 | 153 | 6.6 | 140 | 6.1 | 2307 | 100.0 |

## TABLE LXII

Types of Housing, by Educational Level

| Educational Level | No Response | | Private Home | | Rooming House | | Apartment | | Hotel | | Other | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | |
| Eleventh grade or less | 37 | 2.4 | 1230 | 76.7 | 64 | 4.0 | 251 | 15.6 | 5 | 0.3 | 17 | 1.7 | 1604 | 100.0 |
| Twelfth grade or more | 2 | 0.3 | 590 | 83.9 | 10 | 1.4 | 100 | 14.3 | 0 | -- | 1 | 0.1 | 703 | 100.0 |
| Total | 39 | 1.7 | 1820 | 78.9 | 74 | 3.2 | 351 | 15.2 | 5 | 0.2 | 18 | 0.8 | 2307 | 100.0 |

Approximately two-thirds of those respondents reporting a higher level of educational attainment indicated that they live alone or live with their spouses, compared to approximately 56% of the respondents reporting a lower level of educational attainment. Of the 925 respondents who indicated that they live with someone else, more than 55% reported that they live with children. Of persons with a lower level of educational attainment 58.5% were living with children as compared to 47.5% of the group reporting a higher level of educational attainment.

In response to the question "Do you drive a car?" the proportion of respondents with a higher educational attainment who said they drive a car was approximately twice as great as those with lower educational attainment--40.1% as compared with 19.2%.

One can note from Table LXIII that approximately 10% more of those respondents of the high educational level attend church than do the respondents of the lower educational level. Those in the higher educational group indicated that two-thirds of their number attend church twice a month or more often compared to 54.7% of the lower educational group. These differences were found to be significantly different from zero at a probability of less than 0.001.

A significantly higher percentage of the respondents reporting a higher level of educational attainment were taking part, at the time of the interview, in some type of educational or cultural activity than were the respondents in the group with a lower educational level. Approximately 17.6% of the better educated group indicated that they were taking part in such activities, compared to only 3% of the group with a lower level of educational attainment. These differences, when tested by Chi Square, were found to be significantly different from zero at $P \leq 0.001$ (Table LXIV).

Data found in Table LXV indicate that approximately 25% more of those respondents with a twelfth grade education or higher attended movies during the year preceding the interview than did the respondents with an educational level of eleven years or lower, and they also attended more frequently.

The trend found in attendance at movies was also found in Table LXVI, which records responses to the question, "How many stage plays did you attend during the past year?" Respondents reporting an educational level of twelfth grade or higher indicated that approximately 22% of their number attended stage plays during the past year, compared to 5% of those who had an eleventh grade education or lower.

More than 13.5% of the respondents who reported an educational level of twelfth grade or higher had attended events in Mershon Auditorium during the previous year, compared to 1.8% attendance by respondents with an educational level of eleventh grade or lower.

## TABLE LXIII

Frequency of Church Attendance, by Educational Level

| Educational Level | No Response |  | Never |  | Twice a Month or More |  | Less Than Twice a Month |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 3 | 0.2 | 507 | 31.6 | 878 | 54.7 | 2.6 | 13.5 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 148 | 21.2 | 466 | 66.3 | 88 | 12.5 | 703 | 100.0 |
| Total | 4 | 0.2 | 655 | 28.4 | 1344 | 58.2 | 304 | 13.2 | 2307 | 100.0 |

## TABLE LXIV

Participation in Educational or Cultural Activities, by Educational Level

| Educational Level | No Response |  | Participate |  | Do Not Participate |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 3 | 0.2 | 48 | 3.0 | 1553 | 96.8 | 1604 | 100.0 |
| Twelfth grade or more | 3 | 0.4 | 124 | 17.6 | 576 | 82.0 | 703 | 100.0 |
| Total | 6 | 0.3 | 172 | 7.5 | 2129 | 92.2 | 2307 | 100.0 |

## TABLE LXV

### Attendance at Movies, by Educational Level

| Educational Level | No Response | | Never | | Twice a Year or Less | | 3 - 5 Times a Year | | 6 - 11 Times a Year | | More Than 12 Times a Year | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 2 | 0.1 | 1394 | 86.9 | 114 | 7.1 | 67 | 4.2 | 13 | 0.8 | 14 | 0.9 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 436 | 62.1 | 119 | 16.9 | 100 | 14.2 | 30 | 4.3 | 17 | 2.4 | 703 | 100.0 |
| Total | 3 | 0.1 | 1830 | 79.4 | 233 | 10.1 | 167 | 7.2 | 43 | 1.9 | 31 | 1.3 | 2307 | 100.0 |

## TABLE LXVI

### Attendance at Stage Plays, by Educational Level

| Educational Level | No Response | | Never | | Twice a Year or Less | | 3 - 5 Times a Year | | 6 - 11 Times a Year | | More Than 12 Times a Year | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 1 | 0.1 | 1524 | 95.0 | 47 | 2.9 | 19 | 1.2 | 9 | 0.6 | 4 | 0.2 | 1604 | 100.0 |
| Twelfth grade or more | 0 | -- | 546 | 77.7 | 54 | 7.7 | 55 | 7.8 | 20 | 2.8 | 20 | 4.0 | 703 | 100.0 |
| Total | 1 | -- | 2070 | 89.7 | 101 | 4.4 | 74 | 3.2 | 29 | 1.3 | 32 | 1.4 | 2307 | 100.0 |

In response to the question, "Did you attend any lecture series during the past year?" Table LXVII shows that three times as many (3.7%) respondents with an educational level of twelfth grade or higher reported that they had attended a lecture series as did respondents who had an educational level of eleventh grade or lower (1.2%). These differences were found to be significantly different from zero at $P \leq 0.01$.

### TABLE LXVII

Attendance at Lecture Series, by Educational Level

| Educational Level | No Response | | Attend | | Do Not Attend | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 5 | 0.3 | 19 | 1.2 | 1580 | 98.5 | 1604 | 100.0 |
| Twelfth grade or more | 2 | 0.3 | 26 | 3.7 | 675 | 96.0 | 703 | 100.0 |
| Total | 7 | 0.3 | 45 | 2.0 | 2255 | 97.7 | 2307 | 100.0 |

Of persons reporting a higher level of education, 8.3% had participated in either hunting or fishing during the past year as compared with 7.5% of those reporting a lower educational level.

In response to the question, "Did you take part in athletic activities during the past year?" those respondents with an educational level of twelfth grade or higher reported that 8.7% took part in some form of athletic activity during the past year, as compared to 3.5% of the persons of the lower educational level.

Approximately 20% of the persons with an educational level of twelfth grade or higher reported that they were a spectator at some athletic event during the past year, compared to slightly less than 10% of the respondents with an educational level of eleventh grade or lower.

Approximately 75% of the respondents with an educational level of twelfth grade or higher watched sports events on television during the past year. This was 10% more than were reported from the group with an educational level of eleventh grade or lower.

Use of the library during the month preceding the interview, when stratified according to educational levels, shows that persons with a higher level of education reported that approximately 11% of their number had used a library during the past month, compared with 2.3% of the group with a lower level of education (Table LXVIII). The differences, when tested by Chi Square, were found to be significantly different from zero at $P \leq 0.001$.

## TABLE LXVIII

### Number Using Library, by Educational Level

| Educational Level | No Response | | Used Library | | Did Not Use Library | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 1 | 0.1 | 37 | 2.3 | 1566 | 97.6 | 1604 | 100.0 |
| Twelfth grade or more | 2 | 0.3 | 76 | 10.8 | 625 | 88.9 | 703 | 100.0 |
| Total | 3 | 0.1 | 113 | 4.9 | 2191 | 95.0 | 2307 | 100.0 |

Although the percentage of respondents reporting use of the library during the preceding month was relatively small, the percentage of respondents who indicated that they had read some books during the past year was much higher. Table LXIX shows that approximately 43% of the respondents reporting a higher level of education had read at least one book during the past year. At the same time, respondents reporting a lower level of education indicated that only 25% of their group had read one or more books during the 12 months preceding the interview. Data reported in Table LXIX indicate that not only did a higher percentage of the group with a higher level of education read books during the past year but this group of readers also read a significantly greater number of books. Twelve or more books were read during the year by 76, or 10.8%, of the more highly educated group as against 54, or 3.4%, of the less highly educated.

In response to the question, "Did you read a newspaper yeaterday?" it can be seen in Table LXX that about 88% of the total sample reported that they had read a newspaper the day preceding the interview. When this percentage is broken down according to educational level it can be seen that about 97% of the respondents who reported an educational level of twelfth grade or higher had read a paper the preceding day, compared to about 84% of the group with a lower educational attainment. This difference was found to be significantly different than zero at $P \leqq 0.001$.

Another check of the reading habits of the respondents was made by asking two other questions: (1) "Did you read any magazines during the past week?" and (2) "Did you read any trade or professional journals during the past month?" Analysis of the responses made to the first question (Table LXXI) showed that 88.5% of groups reporting a twelfth grade education or more had read at least one magazine, compared to 62.3% of the group with a lower educational level. In answer to the second question, of those persons reporting a higher level of education about 12% had read such a journal during the preceding month, compared to 4.2% of those with a lower level of education. Differences found in the responses to these two questions were both significantly different from zero at $P \leqq 0.001$.

Data pertaining to the availability of a radio to the respondents showed that more than 95% of both groups have a radio available to them. Of 2,305 respondents who indicated that a radio is available to them, 483, or approximately 22%, reported that they do not listen to the radio; but a higher percentage of persons reporting a higher level of education indicated that they listen to the radio more than did the persons with a lower level of educational attainment. Table LXXII shows that approximately 82% of the persons with a twelfth grade education or higher listen to a radio, compared to approximately 76% of those persons with a lower educational attainment. These differences were found to be significantly different from zero at a probability of less than 0.05 when tested by Chi Square.

## TABLE LXIX

### Number of Books Read Yearly, by Educational Level

| Educational Level | No Response | | None | | Two or Less | | 3 - 5 | | 6 - 11 | | Twelve or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 2 | 0.1 | 1203 | 75.0 | 258 | 16.1 | 63 | 3.9 | 24 | 1.5 | 54 | 3.4 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 405 | 57.6 | 85 | 12.1 | 92 | 13.1 | 44 | 6.3 | 76 | 10.8 | 703 | 100.0 |
| Total | 3 | 0.1 | 1608 | 69.8 | 343 | 14.9 | 155 | 6.7 | 68 | 2.9 | 130 | 5.6 | 2307 | 100.0 |

## TABLE LXX

Number Reading a Newspaper, by Educational Level

| Educational Level | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 6 | 0.4 | 1342 | 83.6 | 256 | 16.0 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 681 | 96.9 | 21 | 3.0 | 703 | 100.0 |
| Total | 7 | 0.3 | 2023 | 87.7 | 277 | 12.0 | 2307 | 100.0 |

## TABLE LXXI

Number Reading Magazines, by Educational Level

| Educational Level | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 1 | 0.1 | 999 | 62.3 | 604 | 37.6 | 1604 | 100.0 |
| Twelfth grade or more | 0 | -- | 622 | 88.5 | 81 | 11.5 | 703 | 100.0 |
| Total | 1 | -- | 1621 | 70.3 | 685 | 29.7 | 2307 | 100.0 |

## TABLE LXXII

Hours Spent Listening to Radio, by Educational Level

| Educational Level | No Response | | None | | Two Hours or Less | | 3-5 Hours | | Six Hours or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 0 | -- | 359 | 23.6 | 751 | 49.4 | 314 | 20.7 | 96 | 6.3 | 1620 | 100.0 |
| Twelfth grade or more | 0 | -- | 124 | 18.1 | 385 | 56.2 | 138 | 20.1 | 38 | 5.6 | 685 | 100.0 |
| Total | 0 | -- | 483 | 21.9 | 1136 | 51.5 | 452 | 20.5 | 134 | 6.1 | 2205 | 100.0 |

It can be seen from Table LXXIII that approximately the same percentage of respondents from the two groups listed a preference for news, home and garden, and farm radio programs. A higher percentage of the respondents with a twelfth grade education or higher reported a preference for programs such as weather and music. At the same time respondents with a lower level of education reported a greater preference for programs classified as sports, serials, and religion than did the respondents with more education. These differences, when tested by Chi Square, were found to be significantly different from zero at $P \leq 0.001$.

In answer to the question, "Is there a television set available for your use?" only a slightly higher percentage of persons with a higher level of educational attainment indicated that a TV is available for them to watch; 96% for the better educational group compared to slightly less than 94% for the groups with a lower educational attainment.

Of 2,177 respondents who indicated that a television set is available for them, 4.5% of those with a lower educational level, as compared to 2.7% for those with more education, indicated that they do not watch TV.

Data collected concerning the respondents' preferences in television programs are reported in Table LXXIV. A higher percentage of the respondents with a higher level of educational attainment prefer television programs classified as news, quiz shows, variety shows, drama and documentaries. Respondents with a lower educational level indicated a greater preference for programs classified as sports, serials, situation comedy, and westerns. Differences between the two groups were significantly greater than zero at a probability of less than 0.001.

Of the 2,177 respondents who reported that a television set is available to them, only 138 indicated that their sets are capable of receiving Channel 34. Of this number 86, or 12.6%, of the group with higher educational attainment had sets that received Channel 34 compared to 52, or 3.5%, of the group reporting lower educational attainment.

Of the 138 whose sets could receive educational television Channel 34, 66, or slightly more than 76%, of the group with a higher level of educational attainment indicated that they watch Channel 34 regularly. At the same time only 24, or slightly more than 46%, or the group reporting a lower educational attainment reported that they watch Channel 34 regularly.

Slightly less than 30% of the 2,307 respondents reported that there is a record player available. Approximately 41% of the group reporting a higher level of educational attainment have a record player available, compared to slightly less than 25% of the group with a lower educational attainment.

Data reported in Tables LXXV, LXXVI, and LXXVII, indicate that a significantly higher percentage of the group reporting a higher level of educational attainment did engage in indoor social activies during the year preceding the interview. One way in which these persons socialized

## TABLE LXXIII

Types of Radio Programs Preferred, by Educational Level

| Educational Level | No Response | News | | Music | | Weather | | Sports | | Serials | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 357 | 1113 | 35.0 | 726 | 22.9 | 703 | 22.1 | 268 | 8.4 | 40 | 1.3 |
| Twelfth grade or more | 116 | 547 | 34.6 | 395 | 25.0 | 369 | 23.3 | 122 | 7.7 | 11 | 0.7 |
| Total | 473 | 1660 | 34.9 | 1121 | 23.5 | 1072 | 22.5 | 390 | 8.2 | 51 | 1.1 |

| Educational Level | Home and Garden | | Religion | | Farm | | Misc. | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 16 | 0.5 | 247 | 7.8 | 7 | 0.2 | 57 | 1.8 | 3177 | 100.0 |
| Twelfth grade or more | 11 | 0.7 | 72 | 4.5 | 2 | 0.1 | 54 | 3.4 | 1583 | 100.0 |
| Total | 27 | 0.6 | 319 | 6.7 | 9 | 0.2 | 111 | 2.3 | 4760 | 100.0 |

## TABLE LXXIV

Types of Television Programs Preferred, by Educational Level

| Educational Level | No Response | News | | Sports | | Serials | | Quiz Programs | | Variety | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 123 | 351 | 8.9 | 149 | 3.8 | 710 | 18.1 | 422 | 10.7 | 825 | 21.0 |
| Twelfth grade or more | 27 | 294 | 15.8 | 56 | 3.0 | 222 | 11.9 | 263 | 14.1 | 446 | 24.0 |
| Total | 150 | 645 | 11.1 | 205 | 3.5 | 932 | 16.1 | 685 | 11.8 | 1271 | 21.9 |

| Educational Level | Documentary | | Situation Comedy | | Drama | | Western | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 62 | 1.6 | 340 | 8.7 | 508 | 12.9 | 562 | 14.3 | 3929 | 100.0 |
| Twelfth grade or more | 36 | 2.0 | 118 | 6.3 | 268 | 14.4 | 159 | 8.5 | 1862 | 100.0 |
| Total | 98 | 1.7 | 458 | 7.9 | 776 | 13.4 | 721 | 12.4 | 5791 | 100.0 |

## TABLE LXXV

Frequency with Which Respondents Played Card Games, by Educational Level

| Educational Level | No Response |  | Never |  | Weekly |  | Twice a Week |  | Monthly |  | Less Than Monthly |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 3 | 0.2 | 1218 | 75.9 | 161 | 10.0 | 56 | 3.5 | 72 | 4.5 | 94 | 5.9 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 377 | 53.6 | 143 | 20.4 | 55 | 7.8 | 60 | 8.6 | 67 | 9.5 | 703 | 100.0 |
| Total | 4 | 0.2 | 1595 | 69.1 | 304 | 13.2 | 111 | 4.8 | 132 | 5.7 | 161 | 7.0 | 2307 | 100.0 |

## TABLE LXXVI

Frequency with Which Respondents Played Table Games, by Educational Level

| Educational Level | No Response |  | Never |  | Weekly |  | Twice a Month |  | Monthly |  | Less Than Monthly |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 6 | 0.4 | 1393 | 86.9 | 59 | 3.7 | 23 | 1.4 | 44 | 2.7 | 79 | 4.9 | 1604 | 100.0 |
| Twelfth grade or more | 0 | -- | 565 | 80.4 | 41 | 5.8 | 19 | 2.7 | 32 | 4.6 | 46 | 6.5 | 703 | 100.0 |
| Total | 6 | 0.3 | 1958 | 84.9 | 100 | 4.3 | 42 | 1.8 | 76 | 3.3 | 125 | 5.4 | 2307 | 100.0 |

## TABLE LXXVII

Frequency with Which Respondents Entertained in Their Homes, by Educational Level

| Educational Level | No Response | | Never | | Weekly | | Twice a Month | | Monthly | | Less Than Monthly | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 7 | 0.4 | 708 | 44.2 | 278 | 17.3 | 225 | 14.0 | 237 | 14.8 | 149 | 9.3 | 1604 | 100.0 |
| Twelfth grade or more | 0 | -- | 151 | 21.5 | 175 | 24.9 | 158 | 22.5 | 146 | 20.8 | 73 | 10.3 | 703 | 100.0 |
| Total | 7 | 0.3 | 859 | 37.3 | 453 | 19.6 | 383 | 16.6 | 383 | 16.6 | 222 | 9.6 | 2307 | 100.0 |

or entertained is indicated in Table LXXV by the responses to the question "How often do you play card games?" Slightly more than 64% of those persons with a higher level of educational attainment reported that they played some type of card game during the year preceding the interview schedule, as compared to less than 25% of the group reporting a lower educational attainment. This table also indicates that not only a higher percentage of the group with the higher level of educational attainment played some form of card games but that they also played more often. These differences, when tested by Chi Square, were found to be significantly idfferent from zero at $P \leq 0.001$.

The same trend existed in the responses to the question dealing with how often these respondents played some form of table games other than cards. From Table LXXVI it can be seen that slightly less than 20% of the higher educational level group participated in some form of table games, compared to approximately 13% of the group reporting a lower level of educational attainment. These differences were found to be significantly different from zero at a probability of $P \leq 0.01$.

In response to the question, "How often do you entertain in your home?" Table LXXVII shows that approximately 63% of the total sample indicated that they entertain in their homes. Slightly less than 80% of those respondents reporting a higher level of educational attainment indicated that they entertain in their homes, compared to approximately 55% of the group reporting a lower level of educational attainment. These data also indicate that the respondents reporting a higher level of educational attainment entertain more often in their homes than did the group of respondents with a lower level of educational attainment. These differences were found to be significantly different from zero at a probability of less than 0.001 when tested by Chi Square.

In response to the question "Do you have any hobbies?" it can be seen from Table LXXVIII that approximately 56% of the respondents of higher educational level have some type of hobby, while only about 40% of the respondents from the low educational level group reported having hobbies. Differences between these two groups were found to be significantly different at a probability of less than 0.001.

Related to hobbies as a means of utilizing leisure time was a question dealing with the number of hours per week that the respondents spent in lawn care, gardening, or care of houseplants. Table LXXIX shows that approximately 65% of the sample indicated that they spend some time in one or more of these three activities. About 72.5% of the respondents of the high educational group engaged in these activities, compared to about 60% of the persons in the low educational group. Differences between the two groups were found to be significantly different from zero, when tested by Chi Square, at a probability of less than 0.001.

Considering participation by educational level of the sample subjects in such activities as working for a political party and holding membership

## TABLE LXXVIII

Participation in Hobbies, by Educational Level

| Educational Level | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 6 | 0.4 | 649 | 40.4 | 949 | 59.2 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 392 | 55.8 | 310 | 44.1 | 703 | 100.0 |
| Total | 7 | 0.3 | 1041 | 45.1 | 1259 | 54.6 | 2307 | 100.0 |

## TABLE LXXIX

Hours Spent Caring for a Lawn, Garden, or Houseplants Per Week, by Educational Level

| Educational Level | No Response | | None | | 5 Hours or Less | | 6-12 Hours | | 13 Hours or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 5 | 0.3 | 634 | 39.6 | 553 | 34.5 | 206 | 12.8 | 206 | 12.8 | 1604 | 100.0 |
| Twelfth grade or more | 3 | 0.4 | 193 | 27.5 | 247 | 35.1 | 160 | 22.8 | 100 | 14.2 | 703 | 100.0 |
| Total | 8 | 0.3 | 827 | 35.8 | 800 | 34.7 | 366 | 15.9 | 306 | 13.3 | 2307 | 100.0 |

in civic organizations and associations, Table LXXX, shows that a significantly higher proportion of the respondents of the higher educational level took an active part in working for political parties during the year preceding the interview--approximately 6%, as compared to 2.2% of the lower educational level group. This difference, when tested by Chi Square, was found to be significantly different from zero at a probability of less than 0.001.

TABLE LXXX

Participation in Political Parties, by Educational Level

| Educational Level | No Response | | Active Participation | | Does Not Participate | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 1 | 0.1 | 35 | 2.2 | 1568 | 97.7 | 1604 | 100.0 |
| Twelfth grade or more | 2 | 0.3 | 44 | 6.3 | 657 | 93.4 | 703 | 100.0 |
| Total | 3 | 0.1 | 79 | 3.5 | 2225 | 96.4 | 2307 | 100.0 |

Responses to the question "Do you belong to either the Columbus Symphony Association or the Columbus Art League?" showed that only 1.1% of the total sample indicated a membership in either one or both of these organizations, but 3.3% of the respondents from the higher educational level group reported a membership in one or both compared to 0.2% of the low educational group.

Responses to the two open-end questions regarding the desire for further training either in crafts or skills or in subject matter can be seen in Tables LXXXI and LXXXII. Table LXXXI shows that 11.6% of the respondents indicated an interest in further training in crafts or skills. It can be further noted that 15% of the group reporting an educational attainment of twelfth grade or higher desire further training, compared to only 8.8% of the lower educational level group.

From Table LXXXII one can note that approximately 32% of the respondents who have completed twelve or more years of school indicated a desire for further training in some subject matter area, as compared with 16% of the respondents of the lower educational level. It is interesting to note that only in one of the subject matter categories shown in Table LXXXII did the lower educational level show a higher percentage of their numbers desiring additional training. This area was that of cultural or academic training. This group showed 3.4% of their number wishing further training, compared to 2.4% of the higher educational level group. Differences, when tested by Chi Square, were found to be significantly different from zero at $P \leq 0.001$.

## TABLE LXXXI

### Training Desired in Crafts and Skills, by Educational Level

| Educational Level | No Response | | None | | Hobby Crafts | | Occupational Skills | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 3 | 0.2 | 1463 | 91.2 | 96 | 6.0 | 16 | 1.0 |
| Twelfth grade or more | 0 | -- | 599 | 85.2 | 92 | 13.1 | 5 | 0.7 |
| Total | 3 | 0.1 | 2062 | 89.3 | 188 | 8.1 | 21 | 1.0 |

| Educational Level | Cultural Crafts | | Other Leisure | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Eleventh grade or less | 2 | 0.1 | 24 | 1.5 | 1604 | 100.0 |
| Twelfth grade or more | 2 | 0.3 | 5 | 0.7 | 703 | 100.0 |
| Total | 4 | 0.2 | 29 | 1.3 | 2307 | 100.0 |

## TABLE LXXXII

### Training Desired in Subject Matter Areas, by Educational Level

| Educational Level | Response | | None | | Technical or Scientific | | Political or Social | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 4 | 0.2 | 1347 | 84.0 | 37 | 2.3 | 41 | 2.6 |
| Twelfth grade or more | 0 | -- | 481 | 68.4 | 44 | 6.3 | 67 | 9.5 |
| Total | 4 | 0.2 | 1828 | 79.2 | 81 | 3.5 | 108 | 4.7 |

| Educational Level | Religion or Philosophy | | Academic | | Language | | Misc. | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 54 | 3.4 | 26 | 1.6 | 19 | 1.2 | 76 | 4.7 | 1604 | 100.0 |
| Twelfth grade or more | 17 | 2.4 | 37 | 5.3 | 20 | 2.8 | 37 | 5.3 | 703 | 100.0 |
| Total | 71 | 3.1 | 63 | 2.7 | 39 | 1.7 | 113 | 4.9 | 2307 | 100.0 |

Table LXXXIII shows that a significantly lower percentage of the respondents with a higher educational level encountered unexpected problems with retirement or upon reaching age 65. Only 19.5% of this group reported that they had any unexpected problems, compared to 31.4% of the group with lower educational attainment. These differences were significantly different from zero at a probability of less than 0.001.

### TABLE LXXXIII

### Numbers and Kinds of Unexpected Problems Encountered in Retirement or with Old Age, by Educational Level

| Educational Level | No Response |  | None |  | Financial |  | Health |  | Cost of Health |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 16 | 1.0 | 1099 | 68.6 | 183 | 11.4 | 134 | 8.4 | 4 | 0.2 |
| Twelfth grade or more | 0 | -- | 566 | 80.5 | 37 | 5.3 | 36 | 5.1 | 1 | 0.1 |
| Total | 16 | 0.7 | 1665 | 72.2 | 220 | 9.5 | 170 | 7.4 | 5 | 0.2 |

| Educational Level | Inactivity |  | Loneliness |  | Personal |  | Miscellaneous |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 60 | 3.7 | 75 | 4.7 | 23 | 1.4 | 10 | 0.6 |
| Twelfth grade or more | 15 | 2.1 | 32 | 4.6 | 11 | 1.6 | 5 | 0.7 |
| Total | 75 | 3.3 | 107 | 4.6 | 34 | 1.5 | 15 | 0.6 |

In response to the question "Could any educational institution help solve your problems?" a significantly higher percentage of respondents with an educational attainment of eleventh grade or lower, 28.1%, felt that some educational institution could help them solve their problems, as compared with only 17.4% of the respondents with a twelfth grade education or higher.

## Summary

This section will summarize certain of the data showing differences among the subjects when compared on the basis of two educational levels--those who had completed less than 12 years of schooling and those who had completed 12 years or more.

The high correlation generally found between education and income is shown in the data, where more than 60% of those with less education are found in the lowest income bracket of "less than $150 per month" as compared with 28% of the better educated group. Conversely, about 27% of the better educated group are found in those brackets showing incomes of $375 a month or more as compared with about 6% of the more poorly educated group. For sources of income, the better educated group leans most heavily on savings and investments, with employers' retiremental programs coming second, while the lower educated group has social security as its most frequent source, with savings and investments coming second.

About 60% of the better educated group retired voluntarily, compared with 50% for the poorly educated group. However, the better educated group had more mandatory age retirements and fewer retirements for health reasons than the other group.

As could be expected, a much higher percentage of the better educated were found in the occupations designated "professional-technical" and "manager-official-proprietor." Conversely, larger proportions of the lower educational group were found in the "craftsman," "operative," and "service workers" categories.

More of the better educated (83.9%) than of the more poorly educated (76.7%) were found living in private homes and fewer in rooming houses, although about the same proportion of both (15%) were living in apartments.

About three-fourths of the better educated attend church fairly regularly compared to about two-thirds of the more poorly educated group. Five times as many of the better educated group engage in educational and cultural activities as in the other group. The better educated group also attend movies, stage plays, and lecture series with much greater frequency than the lower educational group.

About five times as many of the better educated group use the library and many more said they read books and read them in greater number than those in the lower educational group. Similarly, the better educated are more frequent readers of both newspapers and magazines and also of trade and professional journals.

Although more than 95% of both groups have radios available, only 76% of the lower educational group listen to them, as compared with 83% of the higher educational group. Similarly, although almost all subjects have a TV set available, there was a greater percentage of the better educated who watch it. The same situation held true for educational TV.

In all of the three indices used to measure socializing--playing card games, playing table games, and entertaining friends in one's home, the better educated were found to be considerably more active. The same situation was true with regard to participation in hobby activities, where approximately 56% of the better educated participate, as compared with about 40% of the lower educational group.

In response to the open-end questions as to the desires of subjects for further training, the better educated registered more requests for instruction both in crafts and skills and in subject matter. In response to the next question, more of those with less education said that they had met unexpected problems upon retirement or growing older (32% _vs._ 20%) but the order of frequency of the problems was the same for both groups--financial, health, loneliness, and inactivity. More of those in the lower educational group than in the better educated group thought an educational agency could help them with their problems.

## D. Stratification by Marital Status

In characterizing the subjects according to the factors of sex, level of education, and marital status, the greatest differences appeared on the basis of sex. The factor next in importance in showing differences was that of educational level. Analysis of the data according to marital status showed fewest differences among the classes of subjects. In the section on stratification by marital status a complete set of tables accompanied the text. In the preceding section which deals with differences by educational level, tables illustrating certain items of data considered relatively unimportant were omitted in the text and placed in the appendix. In this section, to prevent repetition and because the data are of relatively less importance than those in the two preceding sections, all tables have been omitted and placed in the appendix. Data on differences by marital status considered significant enough to report will be presented in descriptive form.

Information on job stability showed that the category "married, living with spouse" had the greatest degree of stability, 64% having been on the last job for eleven years or more compared to 46.5% for the total sample. Least stability was shown by the "separated or divorced," only 28.8% of whom had been on the job for 11 or more years.

Analysis of reported monthly income by marital status shows definite income trends. The highest levels of income were reported by the married respondents and the lowest were found among the separated or divorced, unmarried, and widowed, in descending order.

A comparison of the marital status groups at the low end of the income continuum shows that 36.5% of the married subjects reported a monthly income of $150 or less. A similar monthly income was reported by 65% of the widows and widowers, 58.7% of the unmarried persons, and 66.2% of the separated or divorced persons.

While 21% of the married subjects reported a monthly income of $376 or greater, only 8.4% of the unmarried group, 5.2% of the widows and widowers, and 4.2% of the separated or divorced subjects reported a monthly income of this size.

Data on sources of income by marital status showed the following: a relatively high percentage of "married" and "separated or divorced" gave "wages and salary" as one source of income; the separated or divorced have less income from "savings and investments" and depend more on social security than any other group; the widowed depend less on wages and salary and more on other pensions such as old age assistance, welfare, disability, etc., than other groups, although they had an average amount of savings and investments.

Data on length of time respondents had been retired shows that those who had been retired the shortest length of time were the married, 18% of whom had been retired for two years or less and 26.7% for 3-5 years, as compared to 15.3% and 21.8%, respectively, for the sample as a whole. Widows and widowers had been in retirement longest--72.5% having been retired for six or more years compared with 62.3% for the total sample.

About 88% of the sample were retired and about 12% still working. The "unmarried" showed the greatest percentage of "not retired" (90.1%) and the "separated or divorced" the fewest (83.1%).

Data showing where subjects live according to marital status, revealed that more of the "married, living with spouse" subjects than those in any other category live in private homes--86% as against 78.9% of the total sample. Conversely, more of the "unmarried" and "separated or divorced" live in rooming houses. Of 912 subjects who said they do not live alone, about 60% of both the married and the widowed said they live with their children. Of the "unmarried," 52.7% live with another relative and 35.5% with an other older person. About half of the widowed and divorced live with their children, about 20% with other relatives, and 3% with various other persons.

Data pertaining to the driving habits of the respondents show that the respondents who are married and living with spouse have the highest percentage reporting that they drive a car. Of this group, 37.8% reported that they drive, compared to 28.7% of the unmarried, 12.8% of the widows and widowers, and 18.3% of the separated or divorced group.

Church attendance habits reported by the four marital status groups showed the respondents who are married and living with spouses have the highest percentage (74.2%) attending church, and respondents who are separated or divorced have the lowest percentage (59.2%). These percentages can be compared to 71.7% for the whole group.

Analysis of responses made to the question dealing with participation in educational or cultural activities show that 12.6% of the unmarried respondents took part in some educational or cultural activity during the preceding year, such as adult education classes, concerts, discussion groups, etc. Those who participated least were the "separated or divorced" with 2.8%. Not quite 8% of the married and not quite 7% of the widowed participated.

Data showing differences by marital status in attendance at movies, stage plays, and attendance at artists' series and concerts at The Ohio State University's Mershon Auditorium reveal few differences between the categories, so have been omitted.

One hundred eighty of the subjects had engaged in fishing or hunting activities during the year previous to the interview. Of these, 126 were married and 40 were widows and widowers. Although few in number, the married couples also had participated more than those of any other category in athletic events during the previous year--7.2% as compared with 5.4% for all subjects. Those participating least were the separated or divorced with 2.8%.

Comparisons of reading habits among the four categories showed the "unmarried" making most use of a library and the "separated or divorced" making least use of one. About 10% of the unmarried, about 5% of the married, 4.4% of widow(er)s, and only 1.4% of the separated or divorced used a library during the month previous to the interview.

A greater number of responses were gotten to questions as to how many books the subjects had read during the preceding year. Although only 30% of the respondents had read any books during the past year, the "unmarried" again were at the top with 36%; more than 10% had read 12 or more books. Although just as many of the "separated or divorced" had read books as those in any other category except "unmarried," only 4.2% of them had read as many as 12 books during the past year.

Although married subjects were not very active in reading books they were the most avid readers of newspapers. Of the married subjects, 91.6% had read a newspaper the day preceding the interview. This was true of 87.4% of the unmarried, 84.1% of the widow (er)s, and 80.3% of the separated or divorced.

In magazine reading the highest ranking category was that of the unmarried. Of this group, 74.1% had read magazines some time during the week preceding the interview. This was true of 73.7% of the married group, 67.2% of the widows and widowers, and 53.5% of the separated or divorced. Relatively small percentages of all categories of subjects said that they had read trade or professional journals during the previous month, except 66.2% of the separated or divorced had done so.

Data on availability of a radio to subjects showed that about 95% of most subjects have a radio, although slightly fewer (87%) of the separated or divorced do. Of the approximately 2200 with a radio available, about 75% of all categories spend two or more hours a day listening to it. Those who listen the most days per week and for the greatest number of hours per day are the separated or divorced, 83% of whom listen, and about 15% of whom listen to it six hours a day or more. Those who listen least are those in the "unmarried" and "widow(ers)" categories; about 72% listen, and only about 6% listen as much as six hours per week. Most users of radios preferred programs of news, weather, music, and sports in that order. There was little difference in choice of programs by marital status.

About 94% of all subjects reported a TV set available for their use. Slightly fewer of the unmarried (88.1%) have this advantage. In general about 96% of those having access to a TV set watch it regularly, although fewer of the separated or divorced (86.4%) watch it. About 70-75% of all respondents watch TV 3-6 hours or more per day, and about 20% of these watch six or more hours each day.

An analysis of TV program preferences by marital status shows that married couples prefer variety, westerns, serials, news, drama, and quiz programs in that order. They care least for sports, situation comedy, and documentaries. Differences from those of the total group are shown by the unmarried in their low interest in serials and situation comedy and their high preference for variety programs, by the low interest of widows and widowers in sports, and by the low interest of the separated or divorced in news and their relatively high interest in serials and drama.

Of 137 respondents who said that their TV sets could receive Channel 34, The Ohio State University Educational Television Station, 90 said they watch it regularly. Those watching it most were the married (68.6%) and those least were the separated and divorced (25%).

Of the 683 subjects reporting a record player available, such availability was reported most frequently by the married (31.3%) and least frequently by the separated or divorced (25.4%). About three-fourths of those with a record player listen to it regularly. There was little difference in the degree of use based on marital status, although the "unmarried" (33.9%) and the "separated or divorced" (27.8%) tend to use it more than the sample as a whole (23.8%).

Degrees of social participation were shown by responses to questions about the extent to which the subjects play card games and table games and entertain friends in their homes. Approximately 30% of all categories play cards; the widow(er)s (28.2%) play least and the unmarried (33.6%) the most. About 15% of the subjects play tables games. Here the separated or divorced (19.2%) play the most and the married (15%) the least. About 73% of the married subjects and about 53% of each of the other groups entertain in their homes.

About 50% of the separated or divorced group said they have a hobby, as compared with 42% to 44% of the other groups. As could be expected, the married subjects spend more time gardening and flower raising than any of the other groups, although all of them are rather active in this pastime. About 70% of the married as compared with about 66% and 62%, respectively, for the separated or divorced and widow(er)s participated in this activity. Lowest was the unmarried with about 52%.

In answer to a question about political activity, highest participation was found among the unmarried subjects--4.9% of that group work for a political party. This compares with 4.2% for the separated or divorced group, 2.7% of the married, and 2.9% of the widow(er)s. Very few subjects hold memberships in the Columbus Symphony Association or the Columbus Art League--the unmarried group is the highest with 2.8%.

In response to an open-end question, 16.9% of the separated or divorced group indicated they desire training in crafts or skills, as compared with about 10% for all of the other groups. In response to a second open-end question as to desire for training in subject matter areas, the greatest need was expressed by unmarried respondents, of whom 23.8% expressed such a desire. About 20% of both the married and widow(er)s and 14% of the separated or divorced groups sought this training.

Asked if they had met any unexpected problems on retirement or growing older, 21% of the married, 30% of the unmarried, about 31% of the widow(er)s, and 33% of the separated or divorced said that they had. Finances, health, and loneliness, in that order, were mentioned most frequently. Only about 25% feel that an educational agency could help them solve these problems; there were little differences among the marriage categories in this respect.

### Summary

This will be a brief summary of the chief differences among the subjects according to marital status.

Married status correlates highly with several factors regarding financial security. More of the married are found in the top income brackets, more of them rely on wages and salary for income, and they tend to retire later than those in the other categories. The widowed seemed to fare least well. They reported lower incomes, depended more on pensions, and tended to retire earlier than those in the other categories. The high incidence of their early retirement is probably due in part to the availability of social security benefits at the age of 62.

Data also show that more of the married subjects live in private homes than those in any other category. Of those not living alone, about 60% of the married and about 50% of both the widowed and divorced live with their children. Of the unmarried, about half live with a relative and about one-third with another older person.

Married persons participate more frequently in outdoor events and participate in and attend more sports and athletic events than those in the other categories.

More of the unmarried make use of the library, and more of them read books, and they read a greater number of books than those in the other categories. The married subjects are least active in reading books but they are the most avid readers of newspapers, about 92% having read a newspaper the day before the interview. Approximately three-fourths of those in both the married and the unmarried categories are readers of magazines. Those reading magazines least are the widowed, about half of whom read them.

Although both radio and TV sets are available to the subjects in about the same ratio--95%--only about 80% of those having radios listen to them as compared to 94% of those having TV sets. The separated or divorced tend to listen to radio more and tend to watch TV less than those in the other categories. Of the relatively few subjects watching educational television, the married watch it most and the separated or divorced least. More than 70% of all respondents watch TV 3-6 hours a day.

About 30% of the subjects reported a record player is available and three-fourths of these use it regularly, the unmarried using it somewhat more than those in the other categories.

As to social activities, approximately 30% of all groups play card games, although the unmarried play somewhat more frequently than any others. About 15% of the subjects play table games, other than cards, with little differences between the categories. Nearly three-fourths of the married subjects entertain in their homes, as compared with about 53% for each of the other groups.

In response to the open-end questions, about 17% of the separated or divorced desired training in crafts or skills, as compared with roughly 10% of all others. In subject matter areas the greatest need was expressed by the unmarried, about 24% of whom expressed this desire as compared with about 20% of both the married and the widowed, and 14% of the separated or divorced.

Asked if they had met any unexpected problems on retirement or growing older, 21% of the married, 30% of the unmarried, about 31% of the widow (er)s, and 33% of the separated or divorced said that they had. Finances, health, and loneliness, in that order, were mentioned most frequently. Only about 25% feel that an educational agency could help them solve these problems, with little difference among the marriage categories in the respect.

## E. Results of the Modifed Q-Sort Technique

As described in Chapter II, in administering the Q-Sort a total of 96 items was presented to each of the 2,307 subjects being interviewed. These items were divided into two split half-decks of 48 cards each. Each split half-deck contained two items for each of 24 subject matter areas. These areas were selected from among those identified in the literature as being of interest to older persons. Of the 2,307 subjects to whom the Q-Sort card decks were administered, 1,143 were asked to go through the one (white) deck and 1,164 the other (yellow) deck. During the interview, 1,769 subjects selected one or more topics as being of interest to them and 538 subjects did not make any selections. Subjects were asked to react to each item in terms of (a) no interest, (b) interest in going to a campus for the activity, (c) attending it at a nearby center (church, school, etc), and (d) learning about the topic at home via radio or television.

Data resulting from this Q-Sort technique are exhibited in Tables LXXXIV, LXXXV, LXXXVI LXXXVII, LXXXVIII, and LXXXIX, where they are presented in terms of total responses and by sex; total responses and the place where subjects preferred to receive instruction; total responses by subject matter areas and by sex; total responses by subject matter areas and according to preferred place of instruction; subject matter area responses according to levels of education; and 18 highest items by total responses with rank-ordered male and female responses. By examining the data from each of these viewpoints certain trends can be noted and inferences drawn.

Starting with the data on rank-ordered responses by total responses and by sex as shown in Table LXXXIV, while no clear patterns of selection are observable in examining choices based on total responses alone to all 96 items, certain general trends may be seen. For instance, the subjects exhibited a high degree of interest in religion and in certain activities which hold the promise of assisting them with the problems of aging. The former trend is seen in items ranked 1, 3, and 12, referring to the study of the Bible and comparative religion. The latter trend can be noted in the high ranking given items 2, 4, 7, (9), 8, 10, and 13, all having to do with the problems of older people. Another observable trend is that of interest in certain simple activities having to do with the home. This is seen in items ranked 6, 11, 16, 17, 18, 19, 22.5, 22.5. These have to do with such things as flower and vegetable raising, special problems in cooking, and home decoration. A less discernable trend, but yet one that exists, is that of interest in public affairs. This is seen in the relatively high ranking given "What We Should Learn about The Russians," "Issues Facing Americans," "Problems of Big Government," and "Study of Ohio's Crucial Problems." These items were ranked 14, 15, 27, and 31 in the total list of 96 items.

## TABLE LXXXIV

### Rank-Ordered Responses to All Modified Q-Sort Items, by Total Responses and by Sex (N=1769)*

| Q-Sort Item | Total Responses | | Male | | Female | |
|---|---|---|---|---|---|---|
| | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| The Bible as Literature | 1 | 375 | 12 | 91 | 1 | 284 |
| Making the Most of Your Older Years | 2 | 354 | 1 | 133 | 3 | 221 |
| Study of the Bible Lands | 3 | 343 | 6 | 117 | 2 | 226 |
| Living on a Limited Income | 4 | 336 | 2 | 128 | 7 | 208 |
| Travel While Staying at Home | 5 | 315 | 8 | 102 | 5 | 213 |
| Flowers in Your Garden | 6 | 306 | 11 | 92 | 4 | 214 |
| Keeping Physically Fit[+] | 7 | 305 | 3 | 126 | 10 | 179 |
| Legal Problems of Older People | 8 | 304 | 4.5 | 121 | 8 | 183 |
| Keeping Physically Fit[+] | 9 | 294 | 4.5 | 121 | 11 | 173 |
| Learning in Older Years | 10 | 255 | 19 | 75 | 9 | 180 |
| How to Raise House-plants | 11 | 247 | 52 | 37 | 6 | 210 |
| Great Religions of the World | 12 | 230 | 17 | 77 | 15 | 153 |
| Guarding Against Cheats and Swindlers | 13 | 213 | 13 | 84 | 18 | 129 |

TABLE LXXXIV (continued)

| Q-Sort Item | Total Responses |  | Male |  | Female |  |
|---|---|---|---|---|---|---|
|  | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| What We Should Know about the Russians | 14 | 208 | 9 | 99 | 24 | 109 |
| Issues Facing Americans | 15 | 205 | 7 | 106 | 27 | 99 |
| Cooking for One or Two People | 16 | 204 | 38.5 | 47 | 14 | 157 |
| Special Food and Dietary Needs | 17 | 203 | 32.5 | 55 | 17 | 148 |
| How to Beautify Your Home | 18 | 201 | 61 | 29 | 12 | 172 |
| Practical Home Decoration | 19 | 189 | 61 | 29 | 13 | 160 |
| How to Deal with Mental Illness | 20 | 182 | 25.5 | 66 | 21 | 116 |
| Why We Behave as Human Beings | 21 | 181 | 27 | 64 | 20 | 117 |
| Home Vegetable Gardening | 22.5 | 176 | 18 | 76 | 26 | 100 |
| Flower Arranging | 22.5 | 176 | 69 | 24 | 16 | 152 |
| Planning for Enjoyable Travel | 24 | 163 | 21 | 69 | 28 | 94 |
| Study of Ohio History | 25 | 159 | 15 | 81 | 37 | 78 |
| Study of Religious Music | 26 | 156 | 44 | 45 | 23 | 111 |
| Problems of Big Government | 27 | 152 | 10 | 96 | 61 | 56 |
| Writing and Speaking Better | 28 | 151 | 38.5 | 47 | 25 | 104 |

## TABLE LXXXIV (continued)

| Q-Sort Item | Total Responses | | Male | | Female | |
|---|---|---|---|---|---|---|
| | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| History of Famous Court Decisions | 29.5 | 148 | 25.5 | 66 | 36 | 82 |
| Traveling on a Budget | 29.5 | 148 | 30 | 61 | 32 | 87 |
| Study of Ohio's Crucial Problems | 31 | 145 | 16 | 80 | 47 | 65 |
| Great Ideas about Man and His Destiny | 32 | 143 | 23.5 | 67 | 38.5 | 76 |
| Reading Better and Faster | 33 | 140 | 35 | 53 | 32 | 87 |
| Study of Local Wildlife | 34 | 138 | 20 | 71 | 45 | 67 |
| Adventures in Maturity | 35 | 135 | 45 | 42 | 29 | 93 |
| You and Civil Defense | 36 | 136 | 29 | 62 | 40 | 74 |
| Learning Sewing Skills | 37 | 133 | 93.5 | 6 | 19 | 127 |
| Religions of the East | 38.5 | 131 | 42.5 | 46 | 34 | 85 |
| Putting Your Hands to Work in Crafting | 38.5 | 131 | 22 | 68 | 53.5 | 63 |
| Modern American History | 40 | 130 | 23.5 | 67 | 53.5 | 63 |
| Study of the History of the Early West | 41 | 129 | 13 | 90 | 71 | 39 |
| Man into Space | 42.5 | 125 | 14 | 82 | 65.5 | 43 |
| New Fabrics and Their Care | 42.5 | 125 | 88.5 | 11 | 22 | 113 |

## TABLE LXXXIV (continued)

| Q-Sort Item | Total Responses |  | Male |  | Female |  |
|---|---|---|---|---|---|---|
|  | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Understand the Constitution | 44 | 122 | 28 | 63 | 58 | 59 |
| Semi-Classical Popular Music | 45 | 121 | 50.5 | 38 | 35 | 83 |
| Looking for Retirement Paradises | 46.5 | 117 | 34 | 54 | 53.5 | 63 |
| American History | 46.5 | 117 | 31 | 58 | 58 | 59 |
| Sights the Tourist Doesn't See | 48 | 115 | 36 | 52 | 52.5 | 63 |
| Africa--Light on the Dark Continent | 49 | 110 | 42.5 | 46 | 49.5 | 64 |
| Ohio Bird Life | 50 | 107 | 46.5 | 43 | 49.5 | 64 |
| Study the Music of Great Composers | 51 | 105 | 61 | 29 | 38.5 | 76 |
| Learning to Sketch and Draw | 52 | 101 | 56.5 | 32 | 42 | 69 |
| Learning to Read Creatively | 54.5 | 99 | 58 | 31 | 43 | 68 |
| Art of the Western World | 54.5 | 99 | 64 | 28 | 41 | 71 |
| American Political Parties | 54.5 | 99 | 48 | 41 | 69 | 58 |
| New Trends in Public Education | 54.5 | 99 | 53.5 | 35 | 49.5 | 64 |
| Changing Role of Women | 57 | 97 | 92 | 7 | 30 | 90 |
| Painting with Oil and Water Colors | 58.5 | 93 | 55 | 34 | 58 | 59 |
| Philosophies Men Live by | 58.5 | 93 | 32.5 | 55 | 72.5 | 38 |

TABLE LXXXIV (continued)

| Q-Sort Item | Total Responses Rank Order | Total Responses Number of Responses | Male Rank Order | Male Number of Responses | Female Rank Order | Female Number of Responses |
|---|---|---|---|---|---|---|
| Dress Designing | 60 | 92 | 95 | 5 | 32 | 87 |
| Reviews of American Novels | 61 | 89 | 73.5 | 22 | 45 | 67 |
| Practical Investment Program | 62 | 87 | 38.5 | 47 | 70 | 40 |
| The Mysterious Universe | 63 | 81 | 46.5 | 43 | 72.5 | 38 |
| Collecting Antiques | 64 | 80 | 80.5 | 16 | 49.5 | 64 |
| Learn Household Mechanics | 65.5 | 79 | 38.5 | 47 | 79 | 32 |
| Understanding the New Europe | 65.5 | 79 | 50.5 | 38 | 68.5 | 41 |
| Learn Good Grooming | 67 | 77 | 71 | 23 | 62 | 54 |
| Fun with Poetry | 68 | 74 | 84.5 | 13 | 56 | 61 |
| Study of the Geology of Ohio | 69.5 | 70 | 53.5 | 35 | 76 | 35 |
| Sewing for Profit | 69.5 | 70 | 96 | 3 | 45 | 67 |
| Biographies of Contemporary Writers | 71 | 68 | 76.5 | 19 | 63 | 49 |
| Masterpieces of English Literature | 72 | 66 | 71 | 23 | 65.5 | 43 |
| The Story of Russia's Development | 73.5 | 64 | 49 | 40 | 86 | 24 |
| Gourmet Cooking | 73.5 | 64 | 78 | 18 | 64 | 46 |
| Understanding the Troubled Far East | 75 | 60 | 66 | 26 | 77 | 34 |

## TABLE LXXXIV (continued)

| Q-Sort Item | Total Responses |  | Male |  | Female |  |
|---|---|---|---|---|---|---|
|  | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Learning a Foreign Language | 76.5 | 55 | 73.5 | 22 | 78 | 33 |
| Making the Best Use of Your Home Freezer | 76.5 | 55 | 84.5 | 13 | 67 | 42 |
| European History | 78 | 53 | 56.5 | 32 | 90 | 21 |
| Study Public Speaking | 79 | 52 | 71 | 23 | 82.5 | 29 |
| Maintaining a Stylish Figure | 80 | 50 | 90.5 | 9 | 68.5 | 41 |
| Principles of Home Furnishings | 81 | 48 | 86.5 | 12 | 75 | 36 |
| Geology of Franklin County | 82 | 47 | 67.5 | 25 | 89 | 22 |
| Current Life Philosophies | 83 | 46 | 82 | 15 | 80.5 | 31 |
| Learn to be a More Effective Chairman | 84.5 | 45 | 76.5 | 19 | 84 | 26 |
| Photography | 84.5 | 45 | 59 | 30 | 94.5 | 15 |
| Writing for Newspapers and Magazines | 87 | 44 | 75 | 21 | 87.5 | 23 |
| Informal Study of Mathematics | 87 | 44 | 64 | 28 | 92.5 | 16 |
| Managing a Small Business | 87 | 44 | 64 | 28 | 92.5 | 16 |
| Textile Weaving | 90 | 43 | 86.5 | 12 | 80.5 | 31 |
| History of the Orient | 90 | 43 | 83 | 14 | 82.5 | 29 |

## TABLE LXXXIV (continued)

| Q-Sort Item | Total Responses |  | Male |  | Female |  |
|---|---|---|---|---|---|---|
|  | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Creative Writing | 90 | 43 | 93.5 | 6 | 74 | 37 |
| Study of Great Philosophers | 92.5 | 39 | 80.5 | 16 | 87.5 | 23 |
| What Automation Holds for You | 92.5 | 39 | 67.5 | 25 | 96 | 14 |
| Learn to Play a Musical Instrument | 94 | 35 | 79 | 17 | 91 | 18 |
| Study of English History | 95 | 34 | 90.5 | 9 | 85 | 25 |
| History of Architecture | 96 | 26 | 88.5 | 11 | 94.5 | 15 |

* 538 interviewers did not select any cards

+ This item was worded the same in both decks

## TABLE LXXXV

Rank-Ordered Responses to All Modified Q-Sort Items, by Place Where Subject Preferred to Receive Instruction (N=1769)*

| Q-Sort Item | Campus | | Community Center | | Radio - TV | |
|---|---|---|---|---|---|---|
| | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| The Bible as Literature | 2 | 21 | 1 | 39 | 1 | 315 |
| Making the Most of Your Older Years | 5.5 | 17 | 8 | 25 | 2 | 312 |
| Study of the Bible Lands | 8 | 16 | 2 | 34 | 5 | 293 |
| Living on a Limited Income | 13.5 | 14 | 22 | 15 | 3 | 307 |
| Travel While Staying at Home | 21.5 | 12 | 53 | 8 | 4 | 295 |
| Flowers in Your Garden | 5.5 | 17 | 9.5 | 24 | 7 | 265 |
| Keeping Physically Fit+ | 21.5 | 12 | 4 | 30 | 8 | 253 |
| Legal Problems of Older People | 8 | 16 | 15 | 19 | 6 | 269 |
| Keeping Physically Fit+ | 3 | 20 | 6 | 26 | 9 | 248 |
| Learning in Older Years | 1 | 22 | 9.5 | 24 | 11 | 209 |
| How to Raise House-plants | 17 | 13 | 11 | 22 | 10 | 212 |
| Great Religions of the World | 64 | 7 | 6 | 26 | 12 | 197 |
| Guarding Against Cheats and Swindlers | 64 | 7 | 46.5 | 10 | 13 | 196 |

TABLE LXXXV (continued)

| Q-Sort Item | Campus | | Community Center | | Radio - TV | |
|---|---|---|---|---|---|---|
| | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| What We Should Know about the Russians | 11 | 15 | 26 | 14 | 14 | 187 |
| Issues Facing Americans | 4 | 18 | 53 | 8 | 16 | 179 |
| Cooking for One or Two People | 34.5 | 10 | 35 | 12 | 15 | 182 |
| Special Food and Dietary Needs | 43.5 | 9 | 17 | 17 | 17 | 177 |
| How to Beautify Your Home | 34.5 | 10 | 13 | 20 | 18 | 171 |
| Practical Home Decoration | 17 | 13 | 26.1 | 14 | 19 | 162 |
| How to Deal with Mental Illness | 17 | 13 | 19.5 | 16 | 21 | 153 |
| Why We Behave as Human Beings | 26.5 | 11 | 26.0 | 14 | 20 | 156 |
| Home Vegetable Gardening | 26.5 | 11 | 30.5 | 13 | 22 | 152 |
| Flower Arranging | 26.5 | 11 | 26.0 | 14 | 23 | 151 |
| Planning for Enjoyable Travel | 34.5 | 10 | 39.5 | 11 | 24 | 142 |
| Study of Ohio History | 13.5 | 14 | 39.5 | 11 | 25 | 134 |
| Study of Religious Music | 80 | 5 | 13.0 | 20 | 27 | 131 |
| Problems of Big Government | 17 | 13 | 19.5 | 16 | 30.5 | 123 |
| Writing and Speaking Better | 43.5 | 9 | 35 | 13 | 28 | 129 |

TABLE LXXXV (continued)

| Q-Sort Item | Campus |  | Community Center |  | Radio - TV |  |
|---|---|---|---|---|---|---|
|  | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| History of Famous Court Decisions | 53 | 8 | 61.5 | 7 | 26 | 133 |
| Traveling on a Budget | 64 | 7 | 26 | 14 | 29 | 127 |
| Study of Ohio's Crucial Problems | 21.5 | 12 | 46.5 | 10 | 34.5 | 117 |
| Great Ideas about Man and His Destiny | 8 | 16 | 46.5 | 10 | 34.5 | 117 |
| Reading Better and Faster | 26.5 | 11 | 35 | 13 | 36 | 116 |
| Study of Local Wildlife | 21.5 | 12 | 81.5 | 4 | 32 | 122 |
| Adventures in Maturity | 64 | 7 | 46.5 | 10 | 33 | 118 |
| You and Civil Defense | 64 | 7 | 35 | 12 | 34.5 | 117 |
| Learning Sewing Skills | 53 | 8 | 26 | 14 | 39 | 111 |
| Religions of the East | 43.5 | 9 | 35 | 12 | 40 | 110 |
| Putting Your Hands to Work in Crafting | 34.5 | 10 | 3 | 32 | 51 | 89 |
| Modern American History | 34.5 | 10 | 26 | 14 | 42 | 106 |
| Study of the History of the Early West | 64 | 7 | 61.5 | 7 | 37 | 115 |
| Man into Space | 80 | 5 | 61.5 | 7 | 38 | 113 |
| New Fabrics and Their Care | 80 | 5 | 19.5 | 16 | 43 | 103 |

TABLE LXXXV (continued)

| Q-Sort Item | Campus<br>Rank Order | <br>Number of Responses | Community Center<br>Rank Order | <br>Number of Responses | Radio - TV<br>Rank Order | <br>Number of Responses |
|---|---|---|---|---|---|---|
| Understanding the Constitution | 43.5 | 9 | 13.0 | 20 | 49 | 93 |
| Semi-Classical Popular Music | 53 | 8 | 74 | 5 | 41 | 108 |
| Looking for Retirement Paradises | 64 | 7 | 46.5 | 10 | 44.5 | 100 |
| American History | 53 | 8 | 46.5 | 10 | 46 | 99 |
| Sights the Tourist Doesn't See | 72.5 | 6 | 30.5 | 13 | 48 | 96 |
| Africa--Light on the Dark Continent | 80 | 5 | 61.5 | 7 | 47 | 98 |
| Ohio Bird Life | 80 | 5 | 92 | 2 | 44.5 | 100 |
| Study the Music of Great Composers | 34.5 | 10 | 81.5 | 4 | 50 | 91 |
| Learning to Sketch and Draw | 26.5 | 11 | 6 | 26 | 62.0 | 64 |
| Learning to Read Creatively | 64 | 7 | 39.5 | 11 | 53 | 81 |
| Art of the Western World | 34.5 | 10 | 19.5 | 16 | 58.5 | 73 |
| American Political Parties | 34.5 | 10 | 30.5 | 13 | 56 | 76 |
| New Trends in Public Education | 53 | 8 | 39.5 | 11 | 54 | 80 |
| Changing Role of Women | 88.5 | 4 | 46.5 | 10 | 52 | 83 |
| Painting with Oil and Water Colors | 26.5 | 11 | 16 | 18 | 62 | 64 |
| Philosophies Men Live By | 11 | 15 | 81.5 | 4 | 57 | 74 |

TABLE LXXXV (continued)

| Q-Sort Item | Campus | | Community Center | | Radio - TV | |
|---|---|---|---|---|---|---|
| | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Dress Designing | 72.5 | 6 | 61.5 | 7 | 55 | 79 |
| Reviews of American Novels | 11 | 15 | 53 | 8 | 79 | 66 |
| Practical Investment Program | 53 | 8 | 69.5 | 6 | 58.5 | 73 |
| The Mysterious Universe | 17 | 13 | 69.5 | 6 | 64 | 62 |
| Collecting Antiques | 34.5 | 10 | 39.5 | 11 | 68 | 59 |
| Learn Household Mechanics | 64 | 7 | 53 | 8 | 62 | 64 |
| Understanding the New Europe | 64 | 7 | 81.5 | 4 | 60 | 68 |
| Learn Good Grooming | 53 | 8 | 46.5 | 10 | 67 | 59 |
| Fun with Poetry | 93.5 | 3 | 39.5 | 11 | 66 | 60 |
| Study of the Geology of Ohio | 43.5 | 9 | 88 | 3 | 69 | 58 |
| Sewing for Profit | 80 | 5 | 81.5 | 4 | 65 | 61 |
| Biographies of Contemporary Writers | 53 | 8 | 53 | 8 | 73.5 | 52 |
| Masterpieces of English Literature | 43.5 | 9 | 74 | 5 | 73.5 | 52 |
| The Story of Russia's Development | 72.5 | 6 | 81.5 | 4 | 71 | 54 |
| Gourmet Cooking | 88.5 | 4 | 61.5 | 7 | 72 | 53 |
| Understanding the Troubled Far East | 53 | 8 | 74 | 5 | 76 | 47 |

TABLE LXXXV (continued)

| Q-Sort Item | Campus | | Community Center | | Radio - TV | |
|---|---|---|---|---|---|---|
| | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Learning a Foreign Language | 43.5 | 9 | 61.5 | 7 | 80 | 39 |
| Making the Best Use of Your Home Freezer | 93.5 | 3 | 81.5 | 4 | 75 | 48 |
| European History | 34.5 | 10 | 92 | 2 | 78 | 41 |
| Study Public Speaking | 80 | 5 | 61.5 | 7 | 79 | 40 |
| Maintaining a Stylish Figure | 43.5 | 9 | 81.5 | 4 | 81.5 | 37 |
| Principles of Home Furnishings | 88.5 | 4 | 61.5 | 7 | 81.5 | 37 |
| Geology of Franklin County | 95 | 2 | 88 | 3 | 77 | 42 |
| Current Life Philosophies | 53 | 8 | 92 | 2 | 83 | 36 |
| Learn to be a More Effective Chairman | 88.5 | 4 | 30.5 | 13 | 92.5 | 28 |
| Photography | 80 | 5 | 74 | 5 | 85 | 35 |
| Writing for Newspapers and Magazines | 88.5 | 4 | 69.5 | 6 | 87 | 34 |
| Informal Study of Mathematics | 72.5 | 6 | 61.5 | 7 | 90.5 | 31 |
| Managing a Small Business | 88.5 | 4 | 74 | 5 | 85 | 35 |
| Textile Weaving | 53 | 8 | 61.5 | 7 | 92.5 | 28 |
| History of the Orient | 88.5 | 4 | 81.5 | 4 | 85 | 35 |

TABLE LXXXV (continued)

| Q-Sort Item | Campus |  | Community Center |  | Radio - TV |  |
|---|---|---|---|---|---|---|
|  | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Creative Writing | 64 | 7 | 81.5 | 4 | 88.5 | 32 |
| Study of Great Philosophers | 72.5 | 6 | 92 | 2 | 90.5 | 31 |
| What Automation Holds for You | 80 | 5 | 92 | 2 | 88.5 | 32 |
| Learn to Play a Musical Instrument | 72.5 | 6 | 61.5 | 7 | 95.5 | 22 |
| Study of English History | 88.5 | 4 | 69.5 | 6 | 94 | 24 |
| History of Architecture | 96 | 1 | 88 | 3 | 95.5 | 22 |

*538 interviewers did not select any cards
+This item was worded the same in both decks

## TABLE LXXXVI

Responses to Q-Sort Items, by Subject Matter Areas, by Total Responses and by Sex
(N=1769)

| Subject Matter Area | Card Number | Total Responses | | Male | | Female | |
|---|---|---|---|---|---|---|---|
| | | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Religion | 1,2<br>51,52 | 1 | 1079 | 2 | 331 | 1 | 748 |
| Problems of Older Years | 21,22<br>71,72 | 2 | 910 | 1 | 350 | 3 | 560 |
| Horticulture | 19,20<br>69,70 | 3 | 905 | 9 | 229 | 2 | 676 |
| Travel | 31,32<br>81,82 | 4 | 741 | 6 | 284 | 5 | 457 |
| Fitness and Grooming | 5,6<br>55,56 | 5 | 726 | 7 | 279 | 6 | 447 |
| Psychology | 3,4<br>53,54 | 6 | 715 | 10 | 212 | 4 | 503 |
| Money Management | 39,40<br>89,90 | 7 | 680 | 5 | 287 | 9.5 | 393 |
| Public Affairs | 11,12<br>61,62 | 8 | 601 | 3 | 317 | 12 | 284 |

## TABLE LXXXVI (continued)

| Subject Matter Area | Card Number | Total Responses |  | Male |  | Female |  |
|---|---|---|---|---|---|---|---|
|  |  | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| American History | 43,44<br>93,94 | 9 | 535 | 4 | 296 | 15 | 239 |
| Food and Nutrition | 41,42<br>91,92 | 10 | 526 | 16 | 133 | 9.5 | 393 |
| Home Beautification | 9,10<br>59,60 | 11 | 518 | 22 | 86 | 7 | 432 |
| Citizenship | 37,38<br>87,88 | 12 | 505 | 8 | 232 | 13 | 273 |
| Foreign Affairs | 23,24<br>73,74 | 13 | 451 | 11 | 209 | 14 | 248 |
| Sewing | 17,18<br>67,68 | 14 | 419 | 24 | 25 | 8 | 394 |
| Music | 35,36<br>85,86 | 15 | 417 | 17 | 129 | 11 | 288 |
| Natural History Ohio | 33,34<br>83,84 | 16 | 362 | 13 | 174 | 20 | 188 |
| Reading and Writing | 7,8<br>57,58 | 17 | 326 | 18.5 | 11 | 17 | 215 |
| Philosophy | 45,46<br>95,96 | 18 | 321 | 15 | 153 | 21 | 168 |

TABLE LXXXVI (continued)

| Subject Matter Area | Card Number | Total Responses | | Male | | Female | |
|---|---|---|---|---|---|---|---|
| | | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Art | 29,30<br>79,80 | 19 | 319 | 20 | 105 | 18 | 214 |
| Public Speaking | 15,16<br>65,66 | 20 | 303 | 18.5 | 111 | 19 | 192 |
| Crafts | 27,28<br>77,78 | 21 | 298 | 14 | 157 | 22 | 141 |
| Literature | 13,14<br>63,64 | 22 | 297 | 23 | 77 | 16 | 220 |
| Scientific-Technical | 25,26<br>75,76 | 23 | 289 | 12 | 178 | 23 | 111 |
| World History | 47,48<br>97,98 | 24 | 194 | 21 | 95 | 34 | 99 |

# TABLE LXXXVII

Responses to Q-Sort Items, by Subject Matter Areas
and by Place where Instruction Was Desired
(N=1769)

| Subject Matter Area | Card Number | Campus | | Community Center | | Radio - TV | |
|---|---|---|---|---|---|---|---|
| | | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Religion | 1,2<br>51,52 | 1 | 53 | 1 | 111 | 1 | 915 |
| Problems of Older Years | 21,22<br>71,72 | 6 | 47 | 4.5 | 64 | 2 | 799 |
| Horticulture | 19,20<br>69,70 | 2 | 52 | 2 | 73 | 3 | 780 |
| Travel | 31,32<br>81,82 | 11 | 35 | 10 | 46 | 4 | 660 |
| Fitness and Grooming | 5,6<br>55,56 | 5 | 49 | 3 | 70 | 6 | 607 |
| Psychology | 3,4<br>53,54 | 4 | 50 | 4.5 | 64 | 7 | 601 |
| Money Management | 39,40<br>89,90 | 14.5 | 33 | 16.5 | 36 | 5 | 611 |
| American History | 43,44<br>93,94 | 8 | 39 | 12 | 42 | 10 | 454 |

TABLE LXXXVII (continued)

| Subject Matter Area | Card Number | Campus |  | Community Center |  | Radio - TV |  |
|---|---|---|---|---|---|---|---|
|  |  | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Food and Nutrition | 41,42<br>91,92 | 22 | 26 | 14.5 | 40 | 9 | 460 |
| Home Beautification | 9,10<br>59,60 | 9 | 37 | 8 | 52 | 11 | 429 |
| Citizenship | 37,38<br>87,88 | 13 | 34 | 8 | 52 | 12 | 419 |
| Foreign Affairs | 23,24<br>73,74 | 11 | 35 | 20 | 30 | 13 | 392 |
| Sewing | 17,18<br>67,68 | 23.5 | 24 | 13 | 41 | 14 | 354 |
| Music | 35,36<br>85,86 | 18 | 29 | 16.5 | 36 | 15 | 352 |
| Natural History Ohio | 33,34<br>83,84 | 20 | 28 | 24 | 12 | 16 | 322 |
| Reading and Writing | 7,8<br>57,58 | 18 | 29 | 18 | 34 | 17 | 263 |
| Philosophy | 45,46<br>95,96 | 7 | 45 | 22 | 18 | 18 | 258 |

TABLE LXXXVII (continued)

| Subject Matter Area | Card Number | Campus | | Community Center | | Radio - TV | |
|---|---|---|---|---|---|---|---|
| | | Rank Order | Number of Responses | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Art | 29,30<br>79,80 | 14.5 | 33 | 6 | 63 | 22 | 223 |
| Public Speaking | 15,16<br>65,66 | 21 | 27 | 14.5 | 40 | 20 | 236 |
| Crafts | 27,28<br>77,78 | 16 | 30 | 8 | 52 | 23 | 216 |
| Literature | 13,14<br>63,64 | 11 | 35 | 19 | 32 | 21 | 230 |
| Scientific-Technical | 25,26<br>75,76 | 18 | 29 | 21 | 22 | 19 | 238 |
| World History | 47,48<br>97,98 | 23.5 | 24 | 23 | 16 | 24 | 154 |

## TABLE LXXXVIII

## Subject Matter Area Responses, by Levels of Education

| Subject Matter Area | 11th Grade and Below | | 12th Grade and Above | |
|---|---|---|---|---|
| | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Religion | 1 | 786 | 4 | 293 |
| Problems of Older Years | 2 | 611 | 3 | 299 |
| Horticulture | 3 | 578 | 1 | 327 |
| Money Management | 4 | 496 | 13 | 184 |
| Fitness and Grooming | 5 | 486 | 7 | 240 |
| Travel | 6 | 436 | 2 | 305 |
| Psychology | 7 | 434 | 6 | 281 |
| Foods and Nutrition | 8 | 322 | 11 | 204 |
| Public Affairs | 9 | 314 | 5 | 287 |
| American History | 10 | 309 | 8 | 266 |
| Citizenship | 11 | 299 | 10 | 206 |
| Home Beautification | 12 | 295 | 9 | 223 |
| Sewing | 13 | 277 | 19 | 142 |
| Foreign Affairs | 14 | 271 | 12 | 186 |
| Music | 15 | 255 | 16.5 | 162 |
| Natural History of Ohio | 16 | 200 | 16.5 | 162 |
| Crafts | 17 | 199 | 23 | 99 |
| Reading and Writing | 18 | 195 | 21 | 131 |
| Public Speaking | 19 | 181 | 22 | 122 |
| Art | 20 | 163 | 18 | 156 |
| Scientific-Technical | 21 | 153 | 20 | 136 |

TABLE LXXXVIII (continued)

| Subject Matter Area | 11th Grade and Below | | 12th Grade and Above | |
|---|---|---|---|---|
| | Rank Order | Number of Responses | Rank Order | Number of Responses |
| Philosophy | 22 | 151 | 15 | 170 |
| Literature | 23 | 122 | 14 | 175 |
| World History | 24 | 112 | 24 | 82 |

## TABLE LXXXIX

### Eighteen Highest Responses to Q-Sort Items, by Rank-Ordered Total, Male, and Female Responses

| Q-Sort Items | Rank Orders of Responses | | |
|---|---|---|---|
| | Total | Male | Female |
| The Bible as Literature | 1 | 12 | 1 |
| Making the Most of Your Older Years | 2 | 1 | 3 |
| Study of the Bible Lands | 3 | 6 | 2 |
| Living on a Limited Income | 4 | 2 | 7 |
| Travel While Staying at Home | 5 | 8 | 5 |
| Flowers in Your Garden | 6 | 11 | 4 |
| Keeping Physically Fit* | 7 | 3 | 10 |
| Legal Problems of Older People | 8 | 5 | 8 |
| Keeping Physically Fit* | 9 | 4 | 11 |
| Learning in Older Years | 10 | 19 | 9 |
| How to Raise Houseplants | 11 | 5 | 6 |
| Great Religions of the World | 12 | 17 | 15 |
| Guarding Against Cheats and Swindlers | 13 | 13 | 18 |
| What We Should Know about The Russians | 14 | 9 | 24 |
| Issues Facing Americans | 15 | 7 | 27 |
| Cooking for One or Two People | 16 | 39 | 14 |
| Special Foods and Dietary Needs | 17 | 33 | 17 |
| How to Beautify Your Home | 18 | 61 | 12 |

*This item was the same in both decks

The subjects seemed to be least interested in scientific and technical items and in history with a world orientation. In the middle ranges considerable interest was shown in American and Ohio History; in certain leisure-time activities such as crafts and drawing and painting; and in such self improvement subjects as those having to do with learning to read, write, and speak better. Some of these trends will become clearer presently when the responses by subject matter areas are examined.

From the standpoint of sheer interest in the responses, regardless of sex or desired place of instruction, it might be profitable to look at the 18 highest ranked items. Each of these was selected by 200 or more subjects. They are shown separately in Table LXXXIX. This table shows that three of the items are from the subject matter area of Religion; two from each of the subject matter areas of Older Years, Money Management, Foods and Nutrition, Physical Fitness, and Horticulture; and one item each from the subject matter areas of Public Affairs, Foreign Affairs, Psychology, Travel, and Home Beautification. This means that the 18 most popular items represented less than one-half of the total subject matter areas used in the modified Q-Sort--11 of 24 areas.

The range of responses for each of these highest ranked items was from 201 for "How to Beautify Your Home" to 375 for "The Bible as Literature." These numbers do not seem significant in themselves, but when projected to the total population they become more significant. Taking the lowest of these items, which was selected by 201 subjects, and projecting this number (201) to the approximately 41,000 persons 65 years of age and over in Columbus, it is evident that approximately 3,570 older persons could be expected to show interest in this topic. Taking the most popular item, selected by 375 subjects, and applying the same procedure, it is found that about 6,675 older persons could be expected to show interest in this item. A range of projections between these two figures would apply to the remainder of the 18 items. To be more accurate, it should be remembered that there was a sampling error of approximately 5%, so each of the projections would be subject to a ± 5% variation.

Looking at the rank-ordered responses by sex, one can see in Table LXXXIV that among the first ten items by total response there is a great deal of likeness between the sexes. Beyond that point certain differences appear. Women, naturally, are more interested in items having to do with flower-raising, cooking, sewing, and care of the home. Men showed more interest in travel, public affairs, and American History. Women showed more interest than men in certain cultural subjects such as reading, music, poetry, while men showed more interest in some of the practical topics having to do with handling money, crafting, and learning household mechanics.

Resolving these items back into their 24 subject matter areas and looking at them by rank-ordered total and male and female responses, as shown in Table LXXXVI, provides another look at trends. The high ranking given to religion and the problems of the aging in the total responses are repeated in this table. The high rating given to the problems of aging is still further reinforced if we include "psychology," three of the items of which relate closely to these problems. Interest in gardening and flowers stands out clearly, as does interest in travel. The trend of interest in public affairs, American history, and foreign affairs is confirmed in this organization of the data. The areas "Money Management" and "Citizenship" show a concentration not apparent when their component items are listed separately. "Literature," "scientific-technical," and "world history" are found at the bottom of the list.

Sex differences tend to diminish when items are grouped by subject matter area. This suggests that some of the sex differences appearing in the selection of the 96 separate items may have been reactions to the way a topic was phrased.

Another way of looking at the data is according to the educational level of the subjects making the selections. Table LXXXVIII shows the data by subject matter areas related to two classes of subjects, those who completed 11 years of schooling or less, and those who had completed 12 or more. Although religion, problems of older years, and horticulture stand at or near the top with both groups, beyond that point certain differences begin to appear. The group with more schooling showed more interest in travel, public and foreign affairs, American history, literature, and philosophy than the group with less schooling. On the other hand, the latter group showed more interest in money management, sewing, and in the remedial aspects of reading and writing than did the better educated group. Both groups were equal or nearly so in their interest in psychology, music, citizenship, and the natural history of Ohio. Both groups showed low interest in scientific-technical subjects and in world history.

The data can now be considered in terms of where the subject preferred to receive instruction for each of the items in the card sort. These data are shown for each of the 96 items in Table LXXXV and by subject matter areas in Table LXXXVIII.

It should be noted that since the bulk of the responses for each item was made up of the responses which indicated that the respondents were interested only if the class were offered on radio or television, the rank order of the items selected for radio or television closely coincides with the rank order of the total responses. On the other hand, the rank order of the items selected for campus and community center varies a great deal from the rank order of the total responses.

In examining Table LXXXV the most striking fact is the relative positions given to a college or university campus, a neighborhood center, and radio or television in the home as the preferred place or means of instruction. A relatively low number of subjects indicated that they would care to make a trip to a campus for even the most popular subjects such as "Learning in the Older Years" and "The Bible as Literature." The community center was chosen in most cases with a little more frequency than the campus, but it also has a low priority as a locale for learning compared with radio-TV. For every item, radio-TV in the home was chosen more frequently than either campus or community center, and in most cases with several times the frequency of both combined.

A few separate items will be examined in order to illustrate the relative importance given to the three locales for learning. For "Study of Bible Lands," 16 persons indicated that they would make a trip to a campus, 34 said they would be willing to attend the activity at a community center, but 293 said they prefer to learn about the topic at home via radio or TV. For a study of "Modern American History," 10 said they would attend at a campus, 14 at a community center, but 106 prefer radio or TV in the home. The case of "Issues Facing Americans" illustrates one of the few situations where the campus as a site for learning outweighed the community center. Eighteen persons said that they would attend at a campus, 8 at a community center, and 179 prefer radio or TV.

A somewhat different picture is noted in looking at Table LXXXVII where the data are organized according to subject matter areas. The data are not so attenuated and the choices for all sites of learning are more concentrated. The relative frequency of choice for place of learning remains about the same. But by grouping the items under subject headings certain concentrations of choices appear which give significance to even the relatively small numbers which appear under "Campus." For example, the areas of psychology, public affairs, religion, and horticulture all show 50 or more responses under "Campus." When these numbers are projected to the total population of the approximately 41,000 older persons in Columbus, the resulting figure is from 890 to 940 persons interested in each of these categories.

Similarly with the responses listed under "Community Center," the areas of religion, horticulture, fitness and grooming, psychology, and problems of older years each show more than 60 responses. When these responses are projected to the total population they suggest pools of potential clients for each of these areas ranging from more than 1,100 to nearly 2,000. However, when all of the responses under "radio-TV" are projected, one gets numbers ranging from a little more than 8,000 to more than 16,000. Table XC shows the projections of all subject matter area responses for each of the proposed learning situations. Again it should be remembered that because of the sampling error, each of the projections under the three categories of locations would be subject to a ± 5% variation.

If one is to be realistic concerning the relatively high response to the items under radio and television, he should examine very closely the data in Tables XXXVIII, XLI, XLII, XLIII, LII, and LIII. These Tables show the responses to the types of radio programs preferred, types of television programs preferred, ability of TV receivers to receive Channel 34, the regularity with which the subjects watch Channel 34, the subjects' desires for training in crafts and skills, and their desires for training in subject matter areas. The last two tables should be given special attention as checks on these older subjects' expressed desire to learn, since they record free responses to an unstructured, open-end type of question.

## TABLE XC

Responses by Subjects to Subject Matter Areas and Means for Learning, with Projections to Total Older Population in Columbus, Ohio

| Subject Matter Areas | Total Number of Responses | Responses for Campus | Projection of Campus Responses* | Responses for Community Center | Projection of Community Center Responses* | Responses for Radio-TV | Projection of Radio-TV Responses* |
|---|---|---|---|---|---|---|---|
| Religion | 1097 | 53 | 942 | 111 | 1974 | 915 | 16,269 |
| Problems of Older Years | 910 | 47 | 836 | 64 | 1138 | 799 | 14,202 |
| Horticulture | 905 | 52 | 935 | 73 | 1298 | 780 | 13,869 |
| Travel | 741 | 35 | 622 | 46 | 818 | 660 | 11,735 |
| Fitness and Grooming | 726 | 49 | 871 | 70 | 1245 | 607 | 10,792 |
| Psychology | 715 | 50 | 889 | 64 | 1138 | 601 | 10,686 |
| Money Management | 680 | 33 | 587 | 36 | 640 | 611 | 10,864 |
| Public Affairs | 601 | 51 | 907 | 45 | 800 | 505 | 8,974 |
| American History | 535 | 39 | 693 | 42 | 717 | 454 | 8,072 |
| Food and Nutrition | 526 | 26 | 462 | 40 | 711 | 460 | 8,179 |
| Home Beautification | 518 | 37 | 658 | 52 | 925 | 429 | 7,678 |
| Citizenship | 505 | 34 | 605 | 52 | 925 | 419 | 7,450 |
| Foreign Affairs | 451 | 35 | 622 | 30 | 533 | 392 | 6,970 |

TABLE XC (continued)

| Subject Matter Areas | Total Number of Responses | Responses for Campus | Projection of Campus Responses* | Responses for Community Center | Projection of Community Center Responses* | Responses for Radio-TV | Projection of Radio-TV Responses* |
|---|---|---|---|---|---|---|---|
| Sewing | 419 | 24 | 427 | 41 | 728 | 354 | 6,294 |
| Music | 417 | 29 | 516 | 36 | 645 | 352 | 6,259 |
| Natural History Ohio | 362 | 28 | 498 | 12 | 213 | 322 | 5,725 |
| Reading and Writing | 326 | 29 | 516 | 34 | 605 | 263 | 4,676 |
| Philosophy | 321 | 45 | 800 | 18 | 320 | 258 | 4,581 |
| Art | 319 | 33 | 587 | 63 | 1120 | 223 | 3,965 |
| Public Speaking | 303 | 27 | 480 | 40 | 711 | 236 | 4,196 |
| Crafts | 298 | 30 | 533 | 52 | 925 | 216 | 3,840 |
| Literature | 297 | 35 | 622 | 32 | 570 | 230 | 4,081 |
| Scientific-Technical | 289 | 29 | 516 | 22 | 391 | 238 | 4,232 |
| World History | 194 | 24 | 427 | 16 | 284 | 154 | 2,738 |

*Since in drawing the 2307 subjects there was a sampling error of approximately 5%, each of the projections is subject to a ± 5% variation

After considering the data in the above-mentioned tables, one must conclude that the number of responses under radio and television is most likely an inflated value. The investigator feels that this can be accounted for, in part, by certain factors in the interviewing situation. Many of these older persons were very grateful to the youthful interviewers for the time that they had spent intervieweing and visiting with them. Therefore when the interviewer asked them to go through the Q-Sort deck, the older person was probably so anxious to please that he over-cooperated in making the selections in order to repay the interviewer. Assuming that the subject was able to make certain clear and definite choices with respect to "campus" and "community center," he was left with "radio-TV" as not only an option for those items about which he was sure, but also as a kind of clean-up category for those items about which he was not sure. Having "radio-TV" as a catch-all category had the added advantage for the discerning that it was the one choice which they could make and be reasonably certain that no one would check-up on them.

As a result of the above factors the investigator feels that although the responses to the cateogries "campus" and "community center" may be much more accurate than those found under "radio-TV," the results of the modified Q-Sort technique must be validated through experimentation to either prove or disprove its value as an accurate predictor of the interests of older persons in educational programs.

In summary, data from the Q-Sort technique show stated preferences by the sample subjects both in terms of individual items and in terms of subject matter areas when the items were grouped by subject field. These show the frequency of responses to suggested educational activities in terms of total responses, responses by sex, and responses by educational level. Data also show responses by the subjects as to preferred place and means of instruction--campus, community center, or radio-TV. By projection to the total older population of Columbus, data are shown on the possible number of prospective clients for various card-sort items and for some 24 subject matter areas which are derived by combining similar items into general content areas.

# CHAPTER IV-SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

## A. Summary

Serving the educational needs of the 17,000,000 older persons in our population requires the services of all educational agencies, and colleges and universities should do their share. On the basis of this dual assumption a request was made of the U.S. Office of Education for a grant to support a research project designed to provide assistance to colleges and universities in determining their role in furnishing education to the aged. A grant for this purpose was made in January, 1962.

This project represents an attempt to discover the educational needs of older persons who could be appropriately served by a college or university.

The method used was to interview a random sample of 5% of persons aged 65 or over in Columbus, Ohio, a city whose socio-economic characteristics and tastes are considered by advertisers to be rather typical of the country as a whole.[11] The sampling procedure is explained in greater detail in Chapter II and in Appendix A. When the sample of subjects drawn had all been interviewed there was a total of 2,307 in Columbus who were 65 and over (1960 Census Report). In the interviews two instruments were used; i.e., an interview blank on which was recorded personal, social, and cultural data about the subjects, and a modified Q-Sort containing 96 cards each naming an educational activity. The cards were divided into two decks of 48 cards each and each deck administered to every other subject. Each split half-deck contained two items for each of 24 subject matter areas. Interviewees were asked to go through the cards once and to discard all cards containing topics in which they had no interest. They were then asked to go through the remaining cards a second time and place them in three separate stacks, representing (a) those activities for which they would be willing to leave home and make a trip to a college or university campus, (b) those for which they would not go to a campus but would attend if held at a neighborhood center (school, church, etc.), and (c) those for which they would not leave home but would like to participate in by radio or television.

The interview blanks and the accompanying card sorts were administered by eight graduate and undergraduate students who had been rigorously trained for the task. The instruments were tested through field trials and through an extensive pilot study.

Data from both the interview blanks and the card sort are exhibited and discussed in Chapter III. In the sections to follow will be a brief review of the findings from both instruments, together with a discussion of some implications for educational programming for older persons. This, in turn, will be followed by specific recommendations for universities and other educational agencies desiring to offer educational services to older people.

### 1. Results from the Interview Blanks

Based on data obtained from the interview blanks, the segment of population 65 years and older in Columbus, Ohio, can be described as a predominantly native-born, urban-oriented group. Over half of its numbers have an eighth grade education or less, about 35% with a high school education or some part of it, and about 12½% have a college education or some part of it. About equal parts of the group fall into the two age categories 65-71 and 72 or over.

Since three-quarters of the group enjoy "good" or "fair" health and slightly greater numbers profess to have good vision and hearing, physical deterioration should not be a handicap to most such older persons seeking to participate in educational activities. All but 201 of the subject studied were retired, so the time schedule of most of these older persons could be considered flexible.

Although more than half of the subjects had retired voluntarily, nearly another one-fourth had retired for health reasons. This figure corresponds with the approximately one-fourth who said they were in poor health and who would probably have to be ruled out as possible clients of an educational program. Another negative factor is the large number of older people with low incomes. Since slightly more than half of the subjects had incomes of less than $150 per month, it can reasonably be estimated that about one-third of the total would be living on $100 a month or less. In fact, informal notes made on the interview blanks by the interviewers show a good many living on $40, $50, and $60 per month. Persons with such low incomes are usually so preoccupied with obtaining the means of bare existence that they have few reserves left for cultural activities, such as subscribing to newspapers or magazines; buying books; and attending lectures, classes, movies, or plays. Consequently they would likely lack readiness and receptivity for adult education programs.

Occupationally, about one-half of the subjects had been last employed in the professional, managerial, and craftsman types of occupations and the other half in the various semi-skilled and unskilled occupations. Jobs in the high occupational levels were more often filled by those with a high school education or better, and conversely, the jobs requiring lower levels of skills were mainly filled by those with less than 12 years of schooling. However, this distinction did not hold completely.

Only about 25% drove a car, so this age group is largely dependent on public transportation. Since nearly half of those who were married and living with their spouses drove cars, this might suggest the possibility of planning some educational activities for husbands and wives together.

By and large this age group had taken little advantage of the many educational and cultural opportunities offered by Columbus. The better educated were more active in this respect than those with less education, but even relatively few of these attended stage plays, lecture series, adult education classes, or the various artists' and music series offered by The Ohio State University and the other colleges and universities in the city.

This age group makes very little use of a library but about 30% do read books. However, nearly 90% read newspapers, and more than 70% read magazines. This suggests that older persons can be reached through the printed media, certainly of newspapers and magazines, and perhaps, by inference, through pamphlets and brochures.

Older persons can also be readily reached through broadcasting, since 80% of them listen to radio and 90% watch television. The sharp restriction on the use of educational TV through lack of UHF receivers will gradually be removed as manufacturers begin to equip all new sets with UHF receivers.

In answer to an open-end question, 10% of the subjects expressed a need for training in crafts and skills and 20% requested training in subject matter areas. This suggests a potential 4,000 interested persons for the former field and some 8,000 for the latter.

In response to another open-end question, about 28% indicated that old age or retirement had brought unexpected problems of health, finances, loneliness, etc. The question could be raised as to how well the subjects were able to articulate their feelings about these problems on such short notice. One also wonders what the response would have been if the word "unexpected" had been omitted from the question. The response indicating that only one-fourth of those with problems thought a university or other educational agency could help them might have been greater if the question had included the idea of help with the training in skills and subject matter referred to in the previous questions.

Apparently the 703 persons with 12 or more years of schooling (which, by projection represents a total of 12,500) are likely to be a more fruitful clientele for formal education than those with less education. Those in this educational category engage in more educational and cultural activities; read more books, newspapers, and magazines; listen more to radio and TV; and are more interested in receiving instruction in subject matter. They are also generally better off financially and are more mobile, since more of them drive cars.

Subjects who were married and living with their spouses fared better financially and more frequently lived in their own homes than those in other marriage categories. They also were more active in outdoor activities, in reading newspapers and magazines, and in entertaining. They also had fewer unanticipated problems. On the other hand, more of the "unmarried" read books and read more of them than other groups; they equalled the married in magazine reading; they listened to records more and were more interested in receiving instruction in subject matter than other marital groups. The "separated" or "divorced" listened to radio more and TV less than other groups, and they were more desirous of training in crafts and skills than those in the other marriage categories.

### 2. Results from the Modified Q-Sort

An examination of rank-ordered responses to all 96 items shows that highest responses related to items on religion, problems of older years, and such activities as gardening and flower raising, travel, and physical fitness and good grooming. A second level of interest included topics relating to psychology, managing of finances, and history, public affairs, and foreign affairs. The third level, for which the responses were made largely by women, included music, various forms of needlework, and topics concerned with decorating the home. Items having the fewest responses included those related to literature, scientific-technical topics, and to history with a world orientation.

As could be expected, certain sex differences were observable in the responses, although these were not so sharp when the topics were combined into subject matter areas. On the basis of the separate 96 items, women and men showed a great deal of likeness in their responses to topics relating to religion, problems of older years, horticulture, travel, and keeping fit. Thereafter divergences began to appear; women were more interested in items having to do with flower raising, cooking, various forms of needlework, and care of the home. Men showed more interest in travel, public affairs, and American history. Women showed more interest than men in certain cultural subjects such as music, reading, and poetry, while men showed greater interest in the more practical topics such as those having to do with handling money, crafting, and learning household mechanics.

Data on the extent to which the subjects were willing to leave home and attend an educational activity at a university campus or at a neighborhood center show that in relatively few cases were a significant number willing to leave their homes if the topic could be learned about at home trough radio or television. Some examples of this phenomenon will be discussed. The two items having the highest responses for "campus" were "Living in the Older Years" and "The Bible as Literature." They polled 22 and 20 responses, respectively, for "campus" and 24 and 39 responses, respectively, for "community center." However, these same topics polled 209 and 315, respectively, for "radio-TV." When the "campus" responses for these two topics are projected to the total population of approximately 41,000 persons in Columbus who are 65 or over, the result is a projected potential of 391 and 374 interested persons, respectively. When the "community center" responses for these items are similarly propected the result is 684 and 427 prospective clients for the two items, respectively. However, when the responses for radio-TV are thus projected the results show respective potential audiences of 5,607 and 3,710 for the two items.

While the responses under "campus" and "community center" for most items may be so small as to lack significance, this factor is alleviated when single items are combined under subject headings such as "Religion," "Problems of the Older Years," "Horticulture," "Travel," etc. When responses under "campus" for the highest 12 subject matter areas ranked by total responses are projected to the total older population, the result is numbers ranging from 462 to 942, representing the probable numbers of older persons interested in leaving home and making a trip to a campus to engage in educational activities in these subject matter areas.

When the responses under "community center" for these same subject matter areas are similarly projected, the result is numbers ranging from 711 to 1,974, representing the probable number of persons who would be willing to leave home and attend activities in these subject matter areas at a community center. This suggests that although for all items and for all subject matter areas the potential for teaching is much greater for radio or television, the potential number of persons interested in attending educational activities both at a campus and at a community center is large enough to justify experimenting with classes or activities in these two types of situations, especially with the more popular topics.

## B. Implications

1. The older population in Columbus is largely native-born and most members of this group have spent the greater portion of their lives in a city. Their being accustomed to the conditions of urban living should be considered a positive factor by an agency sponsoring an educational program in a community center or on a college campus.

2. Since all but 201 of the subjects were retired and since only a few of the retirees had obtained other full- or part-time jobs, most of this group would have time available for attending educational activities.

3. Half or more of this age segment find themselves in good health and another quarter in "fair" health. Poor or fair health would be a deterrent to those wishing to attend activities away from home. However, most of those in "fair" health and perhaps some of those in "poor" health could participate in educational programs by radio or television.

4. Since most older persons are living on reduced incomes it would be important to keep the cost of programs low.

5. Most subjects were not in the habit of attending many educational or cultural activities. Therefore, a program designed for this group would need to be well promoted and publicized. However, the prestige of a college or university is a strong factor in promoting a program. Most of these older subjects were impressed by the fact that the interviewers represented a university, and they were very anxious to cooperate in this university activity.

6. Since persons of this population segment are avid readers of newspapers and magazines they can be reached through these media both for subject matter and for promotional matter in connection with scheduled activities.

7. Undoubtedly the 703 persons with a high school education or more should be the prime targets of a college or university offering programs for older persons. This number, when projected to the total older population in Columbus, represents approximately 12,500, or about 30% of those 65 and over. This group is culturally and socially more active, is more mobile, has more financial resources, and has met the basic requirement for doing college-level work by obtaining at least a high school diploma.

8. The Modified Q-Sort shows that those with 12 or more years of schooling have high levels of interest in travel, American history, public affairs, foreign affairs, literature, and philosophy, subjects usually associated with a college or university curriculum. The fact that interest in religion, horticulture, and problems of older years cuts across educational as well as other lines suggests that these subjects might be treated by radio or television.

9. Although the responses under "radio-TV" in the Modified Q-Sort may have been inflated, this should not deter broadcasting media programmers from using the data. For most items the responses were large enough so that even if they were discounted by from one-fourth to one-third, there would still be an impressively large potential audience when the responses were projected to the total of persons aged 65 and over in Columbus.

10. While it is generally accepted that as people get older they are less mobile, there are certain data in the study which show that where the subjects' interests were concerned there was considerable mobility. For example, nearly two-thirds said they enterained in their homes, a majority of them twice a month or more often. This meant that they must have been entertained in return in their friends' homes, necessitating a trip. Such trips, if not analogous to a trip to a university campus, could at least be compared to a trip to a neighborhood center (church, school, etc.). Another index of mobility was the number of men (20%) and women (7%) who left their homes to attend athletic events. One limitation on mobility was that only about 25% drive cars, leaving the subjects dependent on friends or on public transportation. It should be noted that more of the better educated drive as do more of the married.

11. One of the open-end questions produced evidence that older persons generally do not have any great degree of expectancy that a university should serve them educationally or help them with their problems. This may be because of the small percentage who ever attend college. Nevertheless, universities cannot escape the fact that they are in possession of unique educational resources for serving at least some of the educational needs of the older population.

12. The 90 persons who regularly watched the local educational television programs are a very small nucleus, representing only about 1,600 persons when projected to the total population of older people in Columbus. But this number could be expected to expand as the new TV sets have UHF receivers built into them. A still further increase could be expected if specific programs were designed for and beamed to this older age group.

13. Certain subject matter areas appear at or near the top of the list of rank-ordered responses. These areas polled enough total responses to suggest that several agencies in a community, such as colleges or universities, the public schools, the broadcasting media, etc., could all treat these topics. Each agency could treat each subject on its own level without danger of being unduly competitive with each other.

## C. Recommendations

### 1. Colleges and Universities

Colleges and universities should take seriously their responsibility to serve the educational needs of older persons along with those of other age groups. These institutions have an unmatched pool of staff resourses for serving the needs of the better educated sector of older persons, especially in those content areas traditionally associated with collegiate institutions such as comparative religion, philosophy, public affairs, foreign affairs, literature, etc.

Moreover, most of the larger collegiate institutions have in their extension services and their evening colleges appropriate vehicles for offering not only formal classes but also informal educational activities for this older clinetele. The extension services in particular are accustomed to designing and holding institutes, conferences, workshops, seminars, and short courses. The existence of these facilities and the knowledge which staff members have of the informal techniques of education suggest a role for universities in developing short term activities in those areas which are less suited to formal treatment. Examples would be understanding the aging process, maintaining health in the older years, money management, and certain aspects of horticulture.

It is recommended that collegiate institutions in the Columbus area, especially Capital University and The Ohio State University, experiment with setting up formal and informal educational activities for older persons in several of those subject matter areas which ranked high on the "campus" responses in the Q-Sort. Examples would be religion (comparative), gardening and related topics, health and physical fitness, public affairs, foreign affairs, philosophy, literature, and money management.

Responses in these particular subject matter areas, when projected to the total population of 65 or over in Columbus, indicate potential clients for each of these content areas of from 622 to 942. If the scope of these activities were broadened to include those aged 60 and over the numbers would be significantly increased. These numbers would be still further increased when we consider that enrollees would not need to be limited to those within the boundaries of Columbus.

### 2. The Broadcasting Media

Programming personnel for the broadcasting media should capitalize on the fact that so many older persons listen to radio and watch TV. Even though the responses under "radio-TV" in the Modified Q-Sort may have been somewhat inflated, still these are the most favored media for reaching large numbers of older persons with educational programs. For many of the topics in the Q-Sort there were projected potential audiences in the tens of thousands. Since many of these topics could be treated so as to include those in the middle years, and since the listening area for the broadcasting stations extends far beyond the boundaries of Columbus, the potential audiences for these topics are extremely large.

It is recommended, therefore, that Stations WOSU and WOSU-TV, the Ohio Educational TV network, and the commercial radio and TV networks in Columbus examine the data of this study for clues as to how they can best use their media for serving this growing population of older people.

### 3. Other Community Agencies

Libraries should accept as a challenge the fact that 70% of older persons do not read any books, as well as the fact than another 20% read less than six books a year. Some libraries have attempted to meet some of the needs of older persons by organizing senior citizens clubs. A good example is "The Live Long and Like It Library Club in Cleveland," organized by the Cleveland Public Library. It engages in a wide variety of activities, including book reviews and book discussions conducted by its members.

Public schools should examine the data in this study to see what they could appropriately offer to older citizens both in activities combining all age groups and in those designed for the aged alone. Crafts, hobbies, physical fitness, American history, and improvement in reading, writing, and speaking are among the subject matter areas which should be considered.

City recreation departments should be encouraged by the interviewees' interest in crafts and hobbies as shown both in the interviews and in the Q-Sort. These agencies should continue and possibly expand their hobby-crafts types of activities.

"Y" organizations, churches, neighborhood centers, and other community agencies should examine the data in the study, especially the Q-Sort responses under "community center," for clues as to ways they could serve older persons. Churches, in particular, should be interested in capitalizing on older persons' interest in religious subjects. "Y" organizations are in an excellent position to offer hobby and crafts types of activities where these are not already adequately provided for by other agencies.

Senior Citizens Centers should consider expanding their educational programs to include discussion groups on public affairs and foreign affairs. In addition they should experiment with lecture-discussion groups on philosophy, various aspects of literature, and other cultural subjects.

Various community agencies, especially agricultural extension services, public schools, and "Y" organizations, should be alert to the opportunities for setting up within their programs listening groups in connection with educational broadcasts for adults as these are developed by the broadcasting media.

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# APPENDIX A

## DETAILED DESCRIPTION OF SAMPLING METHOD

Since data to be used in this research were to be collected by personal interviews collected by a team of trained interviewers working throughout the city of Columbus, Ohio, the major problem faced by the investigator and his staff was that of selecting a sample that would be representative of the aged population in as many aspects as would be possible to obtain. The U.S. Office of Education contract specified that a minimum of 2200 interviews be collected (approximately 5% of the population 65 and over). This contract also stipulated that the sample be stratified; however, the cost of stratifying on the basis as outlined proved to be prohibitive because of the inaccessability of needed data.

In light of the above situation, the investigator, his staff, and his advisory committee concluded that it would be most advisable to use a system of simple random sampling and attempt to stratify the data after it was collected. In order to draw a sample that would be as practical and efficient as possible and one which would realistically reflect the socioeconomic make-up of the aged population of Columbus, the following system was developed with the assistance of the Statistical Division of the U. S. Bureau of the Census.

Step I. The population was divided into two strata, stratum 1 containing those census tracts having a 65 or older population density greater than or equal to 10.1%, and stratum 2 containing the remainder of the tracts. The figure 10.1% was used so that the 65 and older populations of the strata would be approximately equal. This stratification also gave approximately one-third of the city's census tracts to stratum 1 and the remaining tracts to stratum 2. The tracts within each stratum were then ordered according to their 65 and older population density in a decreasing order.

II. In stratum 1, the number of housing units in each block of each tract was divided by 12 to obtain the measure for each block; In stratum 2 the measure was obtained by dividing the number of housing units by 6. This gave us, in stratum 1 and 2, clusters of 12 and 6 housing units, respectively, in which we sampled at a rate proportional to the cluster size.

III. A cumulative measure was computed for each block by adding the measure of a block to the sum of the measures of the preceding blocks of the census tract and all preceding tracts (see example on page 146).

IV. Based on the total results of the pilot study, population of aged and total population reported by the 1960 census, and the necessity of collecting 2200 interviews, it was determined that a 23% sample would have to be drawn. This is to say that over the entire population, every 4.347th housing unit would have to be contacted. This figure (4.347) will be referred to hereafter as 'block take-every' or simply as BTE.

V. Blocks from which housing units were to be drawn were selected as follows: A random number was drawn, from a table of random numbers, that would fall between zero and the BTE (4.347). Starting with the census tract having the greatest density of persons age 65 and over, the first block was found whose cumulative measure would include the whole digit segment of the random number. This, then would be the first block to be selected from that census tract. The second block selected would be that block whose cumulative measure included the whole digit part of the sum of the random number and the block take-every number. Successive blocks were selected according as their cumulative measure contained the sum of the random number and the accumulated sum of the block take-every number. By this means, blocks were selected with a probability proportional to their measure, and since the measure is a function of the number of housing units, proportional to their "size" (See attached example).

VI. A housing-unit take-every was computed for each block selected in the following manner:

Suppose that the block in question contained N housing units, and suppose that the block take-every was added to the sum of the random number and the accumulated sum of the previously selected block, k times before the cumulative measure of the present block no longer is contained in the sum's whole digital part. Then the 'housing-unit take-every' number for the ith block would be N/k and every (N/k)th housing unit in the ith block would be drawn, starting with housing unit 1. Housing unit 1 is identified as being the first housing unit on the north side of the block located at the north-west corner of the block. The sample was selected proceding around the block from housing unit 1 in a clockwise direction.

In many blocks, because of new housing construction, expressway construction, housing re-development, etc., a discrepancy was found to exist between the number of housing units reported in the 1960 census data and the number reported by the latest edition of the Columbus City Directory. In such cases the "housing-unit take-every" number (N/k) was multiplied by the actual number of housing units (reported by the city directory), and this number was divided by the number of housing units reported in the 1960 census data. By doing this the "housing-unit take-every" was based on data that were as up-to-data as it was possible to obtain.

EXAMPLE:

Census Tract No. X

| Block Number | Housing Units (1960 Census) | Measure in Block (Column 2/6) | Cumulative Measures |
|---|---|---|---|
| 1 | 28 | 5 | 5 |
| 2 | 30 | 5 | 10 |
| 3 | 30 | 5 | 15 |
| 4 | 31 | 5 | 20 |
| 5 | 161 | 27 | 47 |
| 6 | 2 | 1 | 48 |
| 7 | 24 | 4 | 52 |
| 8 | 49 | 8 | 60 |
| . | .. | . | .. |
| . | .. | . | .. |
| . | .. | . | .. |

Take-every (Block) = 4.347

Random number selected 0 < RN > 4.347 = 1.126

Therefore, blocks would be selected on the following basis:*

| Measure in Block | Cumulative Measure | Take-every Block |
|---|---|---|
| 5 | 5 | xx |
| 5 | 10 | x |
| 5 | 15 | x |
| 5 | 20 | x |
| 27 | 47 | xxxxxx |
| 1 | 48 | x |
| 4 | 52 | |
| 8 | 60 | xx |

*See following page for accumulation of block take-every numbers.

**Accumulation of Block 'take-every':**

**Random number + take-every = xxxxx + take-every = . . . . .**

1.126 (RN)
4.347 (BTE)
5.473
4.347 (BTE)
9.820
4.347 (BTE)
14.167
4.347 (BTE)
18.514
4.347 (BTE)
22.861

# APPENDIX B

## COPY OF INTERVIEW SCHEDULE

IBM CODE
Deck 1
Cols.

### I - CENSUS DATA

### A. Personal Data

6 ____ Male ____ Female

7 ____ White ____ Non-White

8 1. How long have you lived in Columbus? ____ years

9 2. Where did you spend the major portion of your life?

____ On a farm or in a town of less than 1,000

____ In a town - 1,000 to 25,000

____ In a city - 25,000 to 100,000

____ In a city over 100,000

10-11 3. In what country were you born? ________________________

12 4. Age: ____ 65-71

____ 72 and over

HEALTH: (Note: Please read the definition for 5 and get a response; then proceed to 6 and 7, get a response; then 8, get a response; and finally read those definitions for 9 and get a response.)

13 5. What is the general state of your health? (Check one)

____ GOOD - (No continuing health problems which would restrict your activity)

____ FAIR - (Continuing or occasional illnesses which do not restrict or limit your normal leisure time activity

____ POOR - (Physical disabilities or illnesses which do restrict or limit your normal leisure time activity)

14 6. (If answer to 5 is "Poor") What? ______________________

______________________________________________________

______________________________________________________

15 7. What is the general state of your vision?

_____ GOOD - (Vision normal or corrected to normal with glasses)

_____ POOR - (Has trouble reading ordinary print)

_____ BLIND- (Unable to see print at all)

16 8. What is the general state of your hearing?

_____ GOOD - (Hearing normal or corrected to normal with a hearing aid)

_____ POOR - (Interviewee has difficulty with communication)

## B. Occupational Status: Male

17 9M. Are you now retired? _____ Yes _____ No

18 10M. (If answer to 9M is "Yes") How many years have you been retired?

_____ years

19 11M. (If answer to 9M is "Yes") For what reason did you retire? (Check one)

_____ Reached mandatory age limit

_____ Retired voluntarily

_____ Retired for health reasons

_____ Personnel cut-back because of automation, plant relocation, etc.

_____ Other (specify) ______________________________

20 12M. (If answer to 9M is "Yes") At what age did you retire? _____

21 13M. What was your last profession or occupation? ________________

____________________________________________________________

22 14M. For how many years? _____

23 15M. What was your profession or occupation prior to that just listed? ________________________________________________

24 16M. For how many years? _____

## C. Occupational Status: Female

25 9F. Have you every been employed in any occupation other than homemaking in your own home?

_____ Yes _____ No

26 10F. (If answer to 9F is "Yes") What was your last occupation? _____

____________________________________________________________

27 11F. For how many years? _____

28 12F. (If answer to 9F is "Yes) Are you now retired? _____ Yes _____ No

29 13F. (If answer to 12F is "Yes") How many years have you been retired? _____ years

30 14F. (If answer to 12F is "Yes") For what reason did you retire? (Check one)

_____ Reached mandatory age limit

_____ Retired voluntarily

_____ Retired for health reasons

_____ Personnel cut-back because of automation, plant relocation, etc.

_____ Other (specify) ________________________________

## D. Educational, Marital, and Financial Status

31-33 17. What was the last grade in school that you completed? (Circle the number)

0 1 2 3 4 5 6 7 8 9 10 11 12

College - 1 2 3 4

Graduate study - 1 2 3

(Note: If respondent completed college or graduate school, ask)

What degree(s) did you receive? ____

Comments: ____

34 18. What is your marital status? (Check one)

____ Married, living with spouse

____ Unmarried

____ Widow(er)

____ Separated

____ Divorced

35 19. In what type of housing do you live? (Check one)

____ Private home

____ Rooming house

____ Apartment

____ Hotel

____ Other (specify) ____

36 20. (Note: If 18 indicates respondent is unmarried or does not live with spouse, ask) "Do you live alone?" otherwise ask, "Do you and your wife live alone?"

____ Yes ____ No

37 21. (If answer to 20 is "No") With whom do you live? (Check one)

____ Children

____ Relatives other than children

____ Other younger person (companion)

____ Other person near your own age

____ Other (specify)

38 22. (If item 18 shows respondent to be living with spouse, ask) Is your husband (wife) working?

____ Yes ____ No

39 23. If answer to 22 is "Yes") Does he (she) work:

____ Full time ____ Part-time

____ Other or comment? ______________________________

______________________________________________

40 24. Are you now working? ____ Yes ____ No

41 25. (If answer to 24 is "Yes") Are you working:

____ Full time ____ Part-time

____ Other or comment? ______________________________

______________________________________________

42 26. (If answer to 24 is "No") Since you retired or reached the age of 65, have you tried to find any type of employment? (either full or part-time)

____ Yes ____ No

43 27. (If answer to 26 is "Yes") ____ Full time ____ Part-time

I would now like to ask you two questions concerning your income. Before I do I want to call your attention to the fact that your name does not appear on this questionnaire and that the information about you will always be kept confidential. The only way any of this information will be made public will be when we add yours to that of hundreds of others so that it will be total information about a whole group of people.

44-45 28. First then, I would like to ask you a question about possible sources of income. I will read to you twelve possible sources of income, then I will repeat them one at a time. As I do, will you please indicate any of these which are sources of your own income? (Check one or more)

____ Wages, salary, or commissions

____ Social Security Pension

____ Employer's retirement plan (pension)

____ Interest on savings and investments

____ Income from rental properties

____ Welfare (Aid for Aged)

____ Old Age Security Insurance

____ Endowment insurance policy(s)

____ Disability compensation

____ Veterans Pension

____ Income from business

____ Income from annuities

____ Other (specify) ______________________________

46 29. I will now read to you five income brackets. Would you care to indicate which one includes your income per month? Please keep in mind that we do not use your name and that any use made of the information you give us will be based on groups and not individuals.

____ Less than 150

____ 150 - 251

____ 252 - 375

____ 376 - 500

____ Over 500

47 30. Do you drive a car? ____ Yes ____ No

48 31. (If answer to 30 is "Yes") Approcimately how many miles do you drive per year?

_____ miles

49 32. (If answer to 30 is "No") What are your chief means of transportation?

_____ Friends or relatives who drive

_____ Bus

_____ Taxi

_____ Other (specify)______________________________

Comments:______________________________________________

_______________________________________________________

50 33. (If answer to 30 is "Yes") What are your reasons for driving your car?

_____ Shopping and family reasons

_____ Going to church

_____ Recreation (Sunday drives etc.)

_____ Visiting friends and relatives

_____ Other (specify and describe)____________________

__________________________________________________

## II - LEISURE TIME ACTIVITIES OUTSIDE THE HOME

51 1. Do you attend worship services at a church or synagogue?

_____ Yes _____ No

52 2. (If answer to 2 is "Yes") How often do you attend? (Check one)

_____ More often than once a week

_____ Once a week

_____ Twice a month

_____ Once a month (or less)

_____ Other (specify) ____________________________

53 3. Do you participate in any other kinds of church activities?

____ Yes ____ No

54 4. (If answer to 3 is "Yes") What is the nature of these activities?

________________________________________

________________________________________

55 5. (If answer to 3 is "Yes") On an average, how often do you participate?

____ Weekly

____ Twice a month

____ Once a month of less

56 6. Do you engage in any educational or cultural activities (attend adult education classes, take music lessons, attend concerts, belong to discussion groups, etc)?

____ Yes ____ No

57 7. (If answer to 6 is "Yes") Specify and describe: ____________

________________________________________

________________________________________

58 8. Do you engage in any social activities? (Check one or more)

____ Visit friends and relatives

____ Attend fraternal meetings (Elks, Masons, Knights of Columbus, Rebecca, etc.)

____ Attend service clubs or activities (Kiwanis, Rotary, Lions, Business Professional Women, etc.

____ Other activities (specify) ____________________

________________________________________

59-64 9. (Note: If interviewee indicates in 6 and 8 any participation in cultural, fraternal, or service activities, ask)

Are you now (a) holding any office; (b) serving on any committees; (c) in the process of presenting any programs in any of the organizations you have listed?

(a) ____ Holding office ____ Yes ____ (number) ____ No

(b) ____ Serving on committees ____ Yes ____ (number) ____ No

(c) ____ Presenting programs ____ Yes ____ (Number) ____ No

65 10. Did you attend any motion pictures during the past year?

____ Yes ____ No

66 11. (If answer to 10 is "Yes") Approximately how many did you attend?

____ 2 or less

____ 3-5

____ 6-11

____ 12 or more

67 12. Did you attend any stage plays last year? ____ Yes ____ No

68 13. (If answer to 12 is "Yes") Approximately how many did you attend?

____ 2 or less

____ 3-5

____ 6-11

____ 12 or more

69 14. (If answer to 12 is "Yes") Did you attend stage plays at any of the following places last year?

____ Stadium Theater

____ Playhouse on the Green

____ Kenley Players

____ Jewish Center (Guild Players)

____ Players Club

____ Hartman Theatre

____ Mershon Auditorium

____ Other (specify) ________________________________

70 15. Did you attend any events at Mershon Auditorium other than stage plays last year?

____ Yes ____ No

71 16. (If answer to 15 is "Yes") What type(s) of events did you attend?

____ Lectures

____ Celebrity Series

____ Artist Series

____ University Band Concerts

____ University Choral Concerts

____ Other (specify) ________________________________

72 17. Did you attend any lecture series (three or more lectures) last year?

____ Yes ____ No

73 18. (If answer to 17 is "Yes") Where did you attend? (Check one or more)

____ Ohio State University (Union, Museum, etc.)

____ Veteran's Memorial

____ A neighborhood center

____ Capital University

____ St. Mary's of the Springs

____ Fine Arts Gallery

____ Other (specify) ________________________________

74-75 19. In the past year, have you engaged in:

Hunting? ____ Yes ____ No

Fishing? ____ Yes ____ No

Deck #2

6 20. Did you participate in either of these two activities during the five years before you retired or reached the age of 65?

____ Yes ____ No

7 21. During the past month, have you engaged in any athletic activities such as shuffleboard, bowling, golf, tennis, swimming, hiking, etc.)?

____ Yes ____ No

8-9 22. (If answer to 21 is "Yes") What are they? (Check one or more)

____ Shuffleboard

____ Bowling

____ Hiking

____ Swimming

____ Golf

____ Tennis

____ Other (specify)______________________

10 23. (If answer to 21 is "Yes") How many times did you participate during the past month?

____ times

11 24. In what athletic activities, if any, did you participate during the five years before you retired or reached the age of 65? ___

______________________________________________

12 25. Have you attended any athletic events in an arena, stadium, etc. during the past year?

____ Yes ____ No

13 26. (If answer to 25 is "Yes") Approximately how many times during the past year did you attend? (Check one)

____ 2 or less

____ 3-5

____ 6-11

____ 12 times or more

14 27. What athletic activities do you watch on TV? ____ None or list below:

________________________________________

________________________________________

## III - LEISURE TIME ACTIVITIES WITHIN THE HOME

15 28. Have you used a library during the past month?

____ Yes ____ No

16 29. Did you read any books during the past year?

____ Yes ____ No

17 30. (If answer to 29 is "Yes") How many books did you read? (Check one)

____ 1 or 2

____ 3-5

____ 6-11

____ 12 or more

18 31. (If answer to 29 is "Yes") Where did you get your books? (Check one or more)

____ Own them

____ Public library

____ Church library

____ Bookmobile

____ Friends

____ Golden Age Club

____ Book Club

____ Other (specify)______________________________

19-20 32. (If answer to 29 is "Yes") What are the titles of a few (2-4) books you have enjoyed reading during the past year? ________

______________________________________________

______________________________________________

21 33. In the five years before you retired or reached the age of 65, did you read:

____ More, ____ Less, ____ Same as you do now?

22 34. Did you read a newspaper yesterday? ____ Yes ____ No

23 35. (If answer to 34 is "Yes") Which one(s) did you read? (Check one or more)

____ Columbus Dispatch

____ Citizen-Journal

____ Other (specify) ______________________________

24-25 36. (If answer to 34 is "Yes") What sections did you read? (Check one or more)

____ Front page news

____ Other news items

____ Editorials

____ Columnists

____ Financial

____ Woman's section

____ Society

____ Sports

_____ Comics

_____ Advertisements

_____ Other (specify) ______________________________

26 37. Do you read magazines? _____ Yes _____ No

27-28 38. (If answer to 37 is "Yes") What magazines did you read during the past week?

__________________________________________

__________________________________________________

29 39. Do you read any trade or professional journals or papers?

_____ Yes _____ No

30 40. (If answer to 39 is "Yes") Which ones did you read during the past month?

__________________________________________.

__________________________________________________.

31 41. In the five years before you retired or reached the age of 65, did you read magazines, trade or professional journals:

_____ More, _____ Less, _____ Same as you do now?

32 42. Is there a radio available for you to listen to?

_____ Yes _____ No

33 43. (If answer to 42 is "Yes") Did you listen to the radio during the past week?

_____ Yes _____ No

34 44. (If answer to 43 is "Yes") How many hours a day did you listen? _____

35 45. (If answer to 43 is "Yes") What three types of programs did you listen to most often? (Check three)

_____ Newscasts

_____ Weather

_____ Sports

_____ Music

_____ Serials

_____ Home Garden

_____ Religion

_____ Farm Programs

_____ Other (specify) ______________________________

36 46. (If answer to 43 is "Yes") In the five years before you retired or reached the age of 65, did you listen to the radio:

_____ More, _____ Less, _____ Same as you do now?

37 47. Is there a television available for you to watch?

_____ Yes _____ No

38 48. (If answer to 47 is "Yes") Did you watch it during the past week?

_____ Yes _____ No

39 49. (If answer to 48 is "Yes") How many hours a day did you watch TV? _____

40 50. (If answer to 48 is "Yes") What are your three favorite programs?

______________________________

______________________________

41 51. (If answer to 47 is "Yes") Can the set you watch receive Channel 34?

_____ Yes _____ No

42 52. (If answer to 51 is "Yes") What is your favorite program?____

______________________________

Note: Limit to one program. If they insist on mentioning more than one, record the one they mention first.

43 53. (If answer to 48 is "Yes") In the five years before you retired or reached the age of 65, did you watch TV:

_____ More, _____ Less, _____ Same as you do now?

44 54. Is there a record player available for you to listen to?

_____ Yes _____ No

45 55. (If answer to 54 is "Yes") Did you listen to records during the past week?

_____ Yes _____ No

46 56. (If answer to 55 is "Yes") Approximately how many hours did you listen?

_____ hours

47 57. Do you ever play card games? _____ Yes _____ No

48 58. (If answer to 47 is "Yes") What games do you play? (Check one or more)

_____ Bridge

_____ Canasta

_____ Euchre

_____ Poker

_____ Pinochle

_____ Cribbage

_____ Other ________________________________________

49 59. (If answer to 57 is "Yes") How often do you play these games? (Check one)

_____ Once a week or more

_____ Twice a month

_____ Once a month

_____ Less than once a month

50 60. Do you ever play chess, checkers, scrabble, dominoes, bingo, or any other table games?

_____ Yes _____ No

51 61. (If answer to 60 is "Yes") What games do you play? (Check one or more)

_____ Chess

_____ Checkers

_____ Scrabble

_____ Dominoes

_____ Bingo

_____ Other (specify) ______________________________

52 62. (If answer to 60 is "Yes") How often do you play these games altogether?

_____ Once a week or more

_____ Twice a month

_____ Once a month

_____ Less than once a month

53 63. Do you do any entertaining in your own home?

_____ Yes, _____ No, _____ Hardly ever

54 64. (If answer to 63 is "Yes") Do you entertain: _____ Friends and relatives _____ Bridge club or other social group _____ _____ Other (specify)______________________________

______________________________________________

55 65. (If answer to 63 is "Yes") How often do you entertain?

_____ Once a week or more

_____ Twice a month

_____ Once a month

_____ Other (specify) ______________________________

56 66. Do you ever engage in any hobbies or practice any crafts such as ceramics, leathercraft, collecting stamps or coins, sewing, etc.?

_____ Yes _____ No

57-58 67. (If answer to 66 is "Yes") Which ones do you practice? (Check one or more)

____ Ceramics

____ Weaving

____ Leathercraft

____ Woodworking

____ Dressmaking

____ Knitting

____ Crocheting

____ Tailoring

____ Stamp collecting

____ Quilting

____ Coin collecting

____ Other (specify) ______________________________

59 68. (If answer to 65 is "Yes") In the five years before you retired or before you reached the age of 65, did you practice these same hobbies or crafts?

____ More, ____ Less, ____ Same as you do now?

Comment: ______________________________________________

______________________________________________________

60 69. Do you engage in caring for house plants, gardening, lawn care, or home maintainance?

____ Yes ____ No

61 70. (If answer to 69 is "Yes") Approximately how many hours a week do you give to these activities?

____ hours

62 71. (If answer to 69 is "Yes") How does this compare to the amount of time you spent in these activities during the five years before you retired or reached the age of 65?

____ More, ____ Less, ____ Same as you do now?

63 72. Do you do any work for a political party or any political organization?

____ Yes ____ No

64 73. (If answer to 72 is "Yes") What kind of work do you do? ____

________________________________________

65 74. Do you belong to any organizations such as the Columbus Art League or the Columbus Symphony Association?

____ Yes ____ No

66 75. (If answer to 74 is "Yes") What are the names of these organizations?

________________________________________

________________________________________

67 76. Are there any crafts or skills in which you would like to receive training?

____ Yes ____ No

68 77. (If answer to 76 is "Yes") What are they? ____________

________________________________________

________________________________________

69 78. Are there any subjects about which you would like to learn more?

____ Yes ____ No

70-72 79. (If answer to 78 is "Yes") What are they? ____________

________________________________________

________________________________________

73 80. Has retirement, or reaching the older years, brought to you any special problems which you had not anticipated in your earlier years?

____ Yes ____ No

74-76 81. (If answer to 80 is "Yes") What is the nature of these problems?

________________________________________

________________________________________

________________________________________

________________________________________

77 82. Do you feel that there is any way in which a university or other educational agency could help you with any of your problems?

____ Yes ____ No ____ Don't know

Deck 3
6-8 83. (If answer to 82 is "Yes") How? ____________________

________________________________________

________________________________________

________________________________________

________________________________________

9-11 84. (If answer to 82 is "Yes") Which agency?

____ College or university

____ Other agency (which) ____________________

________________________________________

________________________________________

Interviewer: ______________________________ Interview No.______

Address: ______________________________________________

Name:(if given)______________________________________

Deck: A (White) B (canary) (Circle the proper letter)

| Interested Campus | | | | | Interested Community Center | | | | | Interested Radio or TV | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 11 | 12 | 13 | 14 | 15 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 16 | 17 | 18 | 19 | 20 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 21 | 22 | 23 | 24 | 25 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 26 | 27 | 28 | 29 | 30 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 31 | 32 | 33 | 34 | 35 | 31 | 32 | 33 | 34 | 35 |
| 36 | 37 | 38 | 39 | 40 | 36 | 37 | 38 | 39 | 40 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 41 | 42 | 43 | 44 | 45 | 41 | 42 | 43 | 44 | 45 |
| 46 | 47 | 48 | 49 | 50 | 46 | 47 | 48 | 49 | 50 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 51 | 52 | 53 | 54 | 55 | 51 | 52 | 53 | 54 | 55 |
| 56 | 57 | 58 | 59 | 60 | 56 | 57 | 58 | 59 | 60 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 61 | 62 | 63 | 64 | 65 | 61 | 62 | 63 | 64 | 65 |
| 66 | 67 | 68 | 69 | 70 | 66 | 67 | 68 | 69 | 70 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 71 | 72 | 73 | 74 | 75 | 71 | 72 | 73 | 74 | 75 |
| 76 | 77 | 78 | 79 | 80 | 76 | 77 | 78 | 79 | 80 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 81 | 82 | 83 | 84 | 85 | 81 | 82 | 83 | 84 | 85 |
| 86 | 87 | 88 | 89 | 90 | 86 | 87 | 88 | 89 | 90 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 91 | 92 | 93 | 94 | 95 | 91 | 92 | 93 | 94 | 95 |
| 96 | 97 | 98 | 99 | 100 | 96 | 97 | 98 | 99 | 100 | 96 | 97 | 98 | 99 | 100 |

Address: ______________________________________________

(1) No one at address______________________________________

(2) No one 65 or older living at this address____________________

(3) Person(s) 65 or older refused to be interviewed - (Reasons for refusal if any are given:) ______________________________

______________________________________________________

______________________________________________________

(4) Person unable to be interviewed because of physical condition, conflict with other activity, etc. (Please specify:) ________________

______________________________________________________

______________________________________________________

______________________________________________________

(5) Unable to complete interview because of physical condition, conflict with other activity, impatience on the part of the interviewee, mental condition, etc. (Please specify:) ______________________

______________________________________________________

______________________________________________________

______________________________________________________

(6) Comments pertinent to the validity of the interview (use other attached sheets if necessary:) ___________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

(7) Interviewer: ____________________________Interview Number________

(8) Time in: ____________________ Time out: ____________________

## APPENDIX C

### LIST OF TOPICS USED IN MODIFIED Q-SORT

Listed below are the topics which made up the two split-half card decks administered to interviewees at the conclusion of the questionnaire. The column on the left displays those cards making up the "white" deck; in the right-hand column are those making up the "yellow" deck. Each field interviewer administered the decks on an alternate basis.

The decks are displayed here with paired cards shown opposite. It can be seen how the descriptive language was altered in tone in order to gain some idea of whether a light or relatively serious approach appealed more to this age group.

| | |
|---|---|
| 1. STUDY OF THE BIBLE LANDS<br>Study the geography, culture, and political importance of the Biblical countries--Egypt, Judea, Galilee, Palestine, Macedonia, etc. | RELIGIONS OF THE EAST - 51.<br>Learn about the development, philosophies, principles, and beliefs of the religions of the East: Mohammedanism, Hinduism, and Buddhism. |
| 2. GREAT RELIGIONS OF THE WORLD<br>Learn about the development, philosophies, principles, and beliefs of the major religions of the world--Christianity, Judaism, Mohammedanism, Hinduism, and Buddhism. | THE BIBLE AS LITERATURE - 52.<br>Study the narrative power and poetic beauty of several books of the Bible such as Proverbs, the Psalms, and several of the prophets. |
| 3. LEARNING IN THE OLDER YEARS<br>Study the principles and theories of learning. Learn the facts about how little aging affects the power to learn. Get information on how older persons can learn new ideas and skills. | HOW TO DEAL WITH MENTAL ILLNESS - 53.<br>Learn about the various forms of mental illness, how to recognize the symptoms, how to best cope with the problem, and the family's place in the treatment process. |
| 4. THE CHANGING ROLE OF WOMEN<br>Learn more about the changes and expectations which influence a woman's life, such as outliving her role as a mother, the possibility of becoming a widow, the possibilities of part-time work, increased life expectancy, and other developments. | WHY WE BEHAVE LIKE HUMAN BEINGS - 54.<br>Learn about personality development-- emphasizing human relations and getting along with others. |

| | |
|---|---|
| 5. MAINTAINING A STYLISH FIGURE<br>Learn more dress styles and wardrobe planning with an emphasis on the most becoming styles for you and your budget. | LEARN GOOD GROOMING - 55.<br>Learn how to use make-up effectively, learn various hair styles and their up-keep, the best treatments for your skin and scalp, manicuring, and other good grooming practices. |
| 6. KEEPING PHYSICALLY FIT<br>Learn exercises which will help you maintain your figure, your weight, and your general physical well-being. | KEEPING PHYSICALLY FIT - 56.<br>Learn about the amount and type of exercise that older people should have, what are their physical limitations, and why it is advisable for persons in this age group to maintain a regular exercise program. |
| 7. CREATIVE WRITING<br>Learn to write articles, stories, and biographical sketches. Critical evaluation and suggestions for improvement by a competent instructor. | WRITING FOR NEWSPAPERS AND MAGAZINES- 57.<br>Study the techniques that will give your articles and stories the polish necessary for newspaper and magazine publication. Individual instruction and consultation. |
| 8. READING BETTER AND FASTER<br>Systematic instruction in how to increase your reading speed and comprehension. | LEARN TO READ CREATIVELY - 58.<br>Learn to get the most out of what you read. Learn to find the significance of novels, to discover the imagery of poems, and to be aware of the techniques employed in short stories. |
| 9. PRACTICAL HOME DECORATING<br>Learn to make slip covers and drapes. The course would include sewing hints for inexpensive home improvements. Also new ideas in floor coverings and wall decorations. | COLLECTING ANTIQUES - 59.<br>Learn how to know, buy, and repair antiques. Emphasis on how you can be a collector with a limited amount of money. |
| 10. PRINCIPLES OF HOME FURNISHING<br>Learn about the history of home furnishings from the earliest days of history through the Middle Ages to the present. Learn to apply basic principles to your own decorating problems. | HOW TO BEAUTIFY YOUR HOME - 60.<br>Learn furnishing hints and color ideas for inexpensive and tasteful home improvements. |

### 11. PROBLEMS OF BIG GOVERNMENT

Study the tendency of our central government to expand in recent decades--the causes, the results, and some ways to safeguard the rights of the individual.

### 12. NEW TRENDS IN PUBLIC EDUCATION

Learn about the changing trends in public education from the time of the "little red school house" to the present. Learn how teaching machines and closed circuit TV are being used to improve instruction in our schools and colleges.

### 13. REVIEWS OF AMERICAN NOVELS

Attend a series of book reviews of great American Novels, such as Moby Dick, Huckleberry Finn, The Great Gatsby, Look Homeward Angel, The Sound and the Fury, Raintree County, The Naked and The Dead, and The Catcher in the Rye.

### 14. BIOGRAPHIES OF CONTEMPORARY WRITERS

Study of the lives and backgrounds of such contemporary writers as Hemingway, Frost, Shaw, and O'Neil. Read and discuss selected writings of each.

### 15. LEARNING A FOREIGN LANGUAGE

Learn the conversational fundamentals of some foreign language. Which one? Spanish, French, German, Russian, other?

### 16. STUDY OF PUBLIC SPEAKING

Learn the principles and techniques of effective public speaking and get experience in using them. Attention to personal mannerisms, use of voice, ease in talking before a group, etc.

### STUDY OF OHIO'S CRUCIAL PROBLEMS - 61.

Study the problems of welfare, support for education, care of mentally ill, completing our highway system, and other critical issues.

### ISSUES FACING AMERICANS - 62.

Study the current issues such as: Federal Aid to Education, the farm problem, Medicare, problems of segregation, etc.

### MASTERPIECES OF ENGLISH LITERATURE - 63.

Study selected works of great English authors, such as Chaucer, Spencer, Milton, and Shakespeare.

### FUN WITH POETRY - 64.

A study of light verse--Poetry has been used as the medium for humor, satire, irony, and farce. Try your own hand at some of the light verse forms.

### WRITING AND SPEAKING BETTER - 65.

Learn how to improve your written and spoken English. Become acquainted with new words and expressions which are being added to our language.

### LEARNING TO BE A MORE EFFECTIVE CHAIRMAN - 66.

Learn ways of conducting a more effective meeting with emphasis on some of the more frequently used motions, amendments, and parliamentary procedures.

### 17. SEWING FOR PROFIT

Learn to sew for profit. This would include basic sewing review, mending hints, suggestions of gifts to make and sell, pricing of articles, arranging attractive displays, etc.

### 18. DRESS DESIGNING

Learn about the design and tailoring of clothes while making an item for yourself or someone else.

### 19. HOME VEGETABLE GARDENING

Learn about recommended varieties of vegetables; how, where, and when to plant. Watering, fertilizing, spraying, and general care of plants.

### 20. FLOWER ARRANGING

Learn how to select and group flowers for attractive arrangements in bouquets and centerpieces. How to make your own corsages.

### 21. LOOKING FOR RETIREMENT PARADISES

Examine the advantages and disadvantages of leaving Columbus for places with warmer climate and cheaper prices. Study of retirement havens in Mexico, Southern and Southwestern United States. Precautions and safeguards against disappointment and over-optimism.

### LEARNING SEWING SKILLS - 67.

Learn or improve skills such as knitting, tatting, crocheting, needlepoint, or basic sewing.

### NEW FABRICS AND THEIR CARE - 68.

Learn about some of the new synthetic materials such as orlon, dacron, acrilan, and spun glass. Study their advantages, how to best use them, and their proper care in laundering and ironing.

### HOW TO RAISE HOUSEPLANTS - 69.

Learn to raise the various kinds of African violets, desert plants, Japanese shrubs, and other exotic indoor plants.

### FLOWERS IN YOUR GARDEN - 70.

Learn to raise flowers through three seasons. Selecting plants and caring for annuals and perennials, pruning and cutting, preparing flowers for exhibit.

### ADVENTURE IN MATURITY - 71.

How to meet successfully the problems of living on a reduced income, of keeping mentally alive and alert, of contributing to the welfare of family and community, of using constructively the wisdom of your years.

### 22. MAKING THE MOST OF YOUR OLDER YEARS

Learn how to live with the idea of aging. Study of the aging process and what can be done to retard it. Emphasis will be given to preservation of one's health during the later years. Also ways in which older persons can contribute to community welfare.

### 23. UNDERSTANDING THE NEW EUROPE

A study of how Europe became prosperous under the Marshall Plan; the Common Market; the importance of NATO; issues in the present struggle between Europe and the Iron Curtain Countries.

### 24. UNDERSTANDING THE TROUBLED FAR EAST

Learn more about the current crises in the Far East--Laos, Thailand, Vietnam, etc. What responsibility the U.S. has to these countries; what our current policy is; and how we should regard these countries in the future.

### 25. WHAT AUTOMATION HOLDS FOR YOU

Study the labor-saving effects of automation; the promise of new products and services; also the unemployment problems it creates and some remedies.

### 26. MAN INTO SPACE

Learn about America's space program by exploring our progress, the scientific problems we face, and what landing a man on the moon will teach us.

### LEGAL PROBLEMS OF OLDER PEOPLE - 72.

Learn about legal problems often encountered by older people and the legal aids available to meet them.

### WHAT WE SHOULD KNOW ABOUT THE RUSSIANS - 73.

Their origins; the effect of geography on their national character; their recurrent drives for power. The excesses practiced under the Czars and under Communist dictators. New changes of direction under Khrushchev.

### AFRICA--LIGHT ON THE DARK CONTINENT - 74.

A study of the new emerging African nations--their problems and difficulties; the effect of U.S. aid; their potential as members of the Western alliance.

### THE MYSTERIOUS UNIVERSE - 75.

Learn about the discoveries of astronomy. A layman's introduction to ideas of the nature and birth of the stars, the composition of the solar system, the beginnings of the universe.

### INFORMAL STUDY OF MATHEMATICS -76

A non-technical, layman's introduction to the ordered beauties of modern mathematics. A broad view of relativity, computer logic, number systems, and their impact on our conception of the universe.

### 27. LEARNING HOUSEHOLD MECHANICS

Learn to use electricity safely, repair cords and switches, small appliances, plumbing fixtures, and to do other tasks which the household mechanic often faces.

### 28. PHOTOGRAPHY

Learn the principles of composition, the use of light and shade, and the use of both black and white and color film. Learn to develop and enlarge your own films.

### 29. HISTORY OF ARCHITECTURE

Learn about the history of architecture by listening to lectures with films and slides on the building art of the great periods of architecture--Greek, Roman, Renaissance, Baroque, Colonial, and Modern.

### 30. PAINTING WITH OIL AND WATERCOLORS

Learn the techniques involved in painting with watercolors or oils by working in a studio with individual instruction.

### 31. TRAVELING ON A BUDGET

Learn how to get the most for your travel dollar. Inexpensive places to visit. Cheapest ways to travel. How to avoid crowds. What clothes to wear, check lists for packing.

### 32. SIGHTS THE TOURIST DOESN'T SEE

Learn about worthwhile tourist attractions, both at home and abroad, that are little publicized and are off the "beaten path."

### TEXTILE WEAVING - 77.

Learn to use the loom and spindle. Spin your own yarn and make your own original fabrics.

### PUTTING YOUR HANDS TO WORK IN CRAFTING - 78.

Learn a new skill in a popular craft of your choice -- ceramics, silver work, woodworking, cutting and polishing stones, etc.

### ART OF THE WESTERN WORLD - 79.

Study the works of Rembrandt, De Vinci, Picasso, Van Gogh, and others; their backgrounds, lives, and conditions under which they produced their greatest works.

### LEARNING TO DRAW AND SKETCH - 80.

Learn the techniques of pencil, ink, charcoal, and pastel chalk in drawing or sketching by work in a studio.

### TRAVEL WHILE STAYING AT HOME - 81.

Enjoy the history, scenes, and customs of other countries by listening to a series of travel talks illustrated with color films.

### PLANNING FOR ENJOYABLE TRAVEL - 82.

Learn how to plan for your trips in order to reduce the worry and confusion and to insure the greatest enjoyment. Where to go, how to estimate your expenses, how to handle foreign currencies, how to dress, and what to pack.

### 33. THE GEOLOGY OF FRANKLIN COUNTY

A study of the rock and soil formation of Franklin County; the effects of the glacial ages, present changes being effected.

### 34. OHIO BIRD LIFE

Learn to identify local Ohio birds; learn their habits, how to feed them, and what kinds of houses to provide for them.

### 35. LEARN TO PLAY A MUSICAL INSTRUMENT

Learn to play the piano, violin, organ, trumpet, clarinet, guitar, or other popular instrument. Which instrument?

### 36. STUDY THE MUSIC OF GREAT COMPOSERS

Study the music of great classicomposers such as Bach, Beethoven, and Brahms. A look at their family backgrounds and the conditions under which they wrote their great compositions.

### 37. AMERICAN POLITICAL PARTIES

Study the backgrounds of the present Republican and Democratic parties; how we came to have a two-party system; the earlier parties such as "Know-Nothing," "Greenback," American-Labor, and others.

### 38. HISTORY OF FAMOUS COURT DECISIONS

Learn about some of the more famous and controversial court trials in our history such as Dred-Scott, Lindberg-Hauptmann, Loeb and Leopold, Scopes Trial, McNamara Case, Sacco and Venzetti Case, and others.

### STUDY OF THE GEOLOGY OF OHIO - 83.

Study the geological history and rock formations of Ohio. Learn about the effects of the various glacial ages on rock and soil formations; the presence of oil, sulphur, zinc, and other valuable minerals.

### STUDY OF LOCAL WILDLIFE - 84.

Learn about local wildlife and birds, their characteristics, habits, etc. Protection and conservation practices would also be discussed.

### STUDY OF RELIGIOUS MUSIC - 85.

Study the development of the music of our Christian churches -- from Gregorian chant to the great classical works such as Handel's Messiah; from Protestant hymns to Southern Mountain spirituals.

### SEMI-CLASSICAL AND POPULAR MUSIC - 86.

Learn by listening to appreciate semi-classical and popular music such as that played by the famous "Boston Pops" orchestra.

### UNDERSTANDING THE CONSTITUTION - 87.

Improve your knowledge and understanding of the Constitution. Special emphasis on the provisions of the Bill or Rights--their importance to the citizen, their limitations, and their interpretations.

### YOU AND CIVIL DEFENSE - 88.

Learn what the individual man or woman needs to know and to do for protection from the atom bomb, floods, fires, hurricanes, epidemics, or other types of disaster.

### 39. GUARDING AGAINST CHEATS AND SWINDLERS

Learn how to guard against illegal and unethical selling practices. Learn how to evaluate advertisements of real estate, insurance, and various kinds of get-rich-quick schemes.

### 40. PRACTICAL INVESTMENT PROGRAMS

Learn how to make a wise and profitable investments from a small beginning. Learn the advantages and disadvantages of insurance, real estate, bonds, mutual funds, and other forms of investments.

### 41. MAKING THE BEST USE OF HOME FREEZERS

Learn how to use home freezers to provide economy and variety in the preparation of food for the family. Instruction in how to prepare various fruits, vegetables, and meats for freezing.

### 42. COOKING FOR ONE OR TWO PEOPLE

Learn to prepare food economically and tastefully for one or two persons. Attention would be directed toward shopping suggestions, the nutritional value of various foods, and how to keep menus varied.

### 43. MODERN AMERICAN HISTORY

Learn about the history of America from the Civil War to modern times.

### LIVING ON A LIMITED INCOME - 89.

Learn how to budget on a limited income. Learn how to buy and prepare nutritious foods that are low in cost. Learn about social and cultural activities in the community that are free or inexpensive.

### MANAGING A SMALL BUSINESS - 90.

Study the possibilities of opening a small business on limited capital. Learn the problems of buying materials, hiring help, keeping books, filling out tax forms. Learn how to sell your product or service.

### GOURMET COOKING - 91.

Learn to prepare international foods, exotic dishes, barbecue, regional specialties, etc.

### SPECIAL FOOD AND DIETARY NEEDS - 92.

Learn about food preparation for people on diets. To include menu planning, how and where to buy dietary foods, preparation of special foods, variations in recipes, etc.

### STUDY OF OHIO HISTORY 93.

Learn about the history of Ohio from the opening of the Northwest Territory through statehood, the Civil War, and two world wars to the present.

### 44. STUDY OF THE HISTORY OF THE EARLY WEST

Learn about the historical high points in the opening and development of the Western frontier. Learn to distinguish between fact and fiction in the development of our real West.

### 45. CURRENT LIFE PHILOSOPHIES

Learn about current philosophies of life--Existentialism, Logical Analysis, Positivism, Humanism, etc. -- how they were derived, and how they are being accepted by the public.

### 46. STUDY OF THE GREAT PHILOSOPHERS

Learn about the works of such representative philosophers as Aristotle, Plato, St. Thomas Aquinas, Santayana, and Dewey.

### 47. HISTORY OF THE ORIENT

The history and culture of the Oriental countries (India, China, Japan, etc.).

### 48. THE STUDY OF ENGLISH HISTORY

Study the early history, the growth, and the current status of the British World Empire -- England, Scotland, Ireland, and the Commonwealth and Crown Colonies.

### AMERICAN HISTORY - 94.

Review or learn about the high points of American history from the Revolution to the Civil War.

### GREAT IDEAS ABOUT MAN AND HIS DESTINY - 95.

Learn about the ideas of the philosophers on the questions of the meaning of human life -- where we came from, why we are here, and where we are going.

### PHILOSOPHIES MEN LIVE BY - 96.

Learn about the great philosophies of the world -- how they have contributed to our religious concepts, our ideas of freedom, and democracy. Study of the main contributions of Aristotle, Plato, St. Thomas, Dewey, Santanya, and others.

### THE STORY OF RUSSIA'S DEVELOPMENT - 97.

Learn about the history and development of Russia from the time of "Ivan the Terrible" through Catherine the Great to Stalin and Khrushchev.

### EUROPEAN HISTORY - 98.

Study the history and institutions of the free nations of Continental Europe--France, Italy, Germany, Holland, Switzerland, etc.

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# APPENDIX D

## TABLES

## TABLE A-I

### Distribution of Respondents as to White or Non-white, by Educational Level

| Educational Level | No Response | | White | | Non-white | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 6 | 0.4 | 1246 | 77.7 | 352 | 21.9 | 1604 | 100 |
| Twelfth grade or more | 3 | 0.4 | 657 | 93.5 | 43 | 6.1 | 703 | 100 |
| Total | 9 | 0.4 | 1903 | 82.5 | 395 | 17.1 | 2307 | 100 |

## TABLE A-II

Where Major Portion of Lives Were Spent, by Educational Level

| Educational Level | No Response |  | Farm or Village less than 1000 |  | Town 1,000-25,000 |  | City 25,000-100,000 |  | City over 100,000 |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 31 | 2.5 | 82 | 5.1 | 143 | 8.9 | 121 | 7.5 | 1224 | 76.3 | 1604 | 100 |
| Twelfth grade or more | 4 | 0.6 | 24 | 3.4 | 34 | 4.8 | 47 | 6.7 | 594 | 84.5 | 703 | 100 |
| Total | 35 | 1.5 | 106 | 4.6 | 177 | 7.7 | 168 | 7.3 | 1818 | 78.8 | 2307 | 100 |

## TABLE A-III

### Place of Birth, by Educational Level

| Educational Level | No Response | | Native Born | | Foreign Born | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 65 | 4.1 | 1433 | 89.3 | 106 | 6.6 | 1604 | 100 |
| Twelfth grade or more | 10 | 1.4 | 673 | 95.7 | 20 | 2.9 | 703 | 100 |
| Total | 75 | 3.2 | 2106 | 91.3 | 126 | 5.5 | 2307 | 100 |

## TABLE A-IV

### State of General Health, by Educational Level

| Educational Level | No Response | | Good | | Fair | | Poor | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 1 | 0.1 | 780 | 48.6 | 415 | 25.9 | 408 | 25.4 | 1604 | 100 |
| Twelfth grade or more | 0 | -- | 412 | 58.6 | 144 | 20.5 | 147 | 20.9 | 703 | 100 |
| Total | 1 | 0.1 | 1192 | 51.7 | 559 | 24.2 | 555 | 24.1 | 2307 | 100 |

## TABLE A-V

### State of Vision, by Educational Level

| Educational Level | No Response |  | Good |  | Poor |  | Blind |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 2 | 0.1 | 1289 | 80.4 | 298 | 18.5 | 15 | 0.9 | 1604 | 100 |
| Twelfth grade or more | 0 | -- | 617 | 87.8 | 80 | 11.4 | 6 | 0.8 | 703 | 100 |
| Total | 2 | 0.1 | 1906 | 82.6 | 378 | 16.4 | 21 | 0.9 | 2307 | 100 |

## TABLE A-VI

### State of Hearing, by Educational Level

| Educational Level | No Response |  | Good |  | Poor |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 10 | 0.6 | 1376 | 85.8 | 218 | 13.6 | 1604 | 100 |
| Twelfth grade or more | 3 | 0.4 | 635 | 90.3 | 65 | 9.3 | 703 | 100 |
| Total | 13 | 0.6 | 2011 | 87.2 | 283 | 12.2 | 2307 | 100 |

## TABLE A-VII

## Number of Years Spent in Last Occupation, by Educational Level

| Educational Level | No Response | | Five Years or Less | | Six to Ten Years | | Eleven or More Years | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 25 | 2.2 | 145 | 12.3 | 419 | 36.5 | 559 | 48.7 | 1148 | 100.0 |
| Twelfth grade or more | 7 | 1.4 | 64 | 12.3 | 233 | 44.9 | 215 | 41.4 | 519 | 100.0 |
| Total | 32 | 1.9 | 209 | 12.5 | 652 | 39.1 | 774 | 46.5 | 1667 | 100.0 |

## TABLE A-VIII

## Marital Status, by Educational Level

| Educational Level | Married, Living with Spouse | | Unmarried | | Widow(er) | | Separated or Divorced | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 706 | 44.2 | 83 | 5.3 | 756 | 46.8 | 59 | 3.7 | 1604 | 100.0 |
| Twelfth grade or more | 369 | 53.4 | 60 | 8.6 | 262 | 36.3 | 12 | 1.7 | 703 | 100.0 |
| Total | 1075 | 46.6 | 143 | 6.2 | 1018 | 44.1 | 71 | 3.1 | 2307 | 100.0 |

## TABLE A-IX

## Whether or Not Respondents Drive a Car, by Educational Level

| Educational Level | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 4 | 0.2 | 308 | 19.2 | 1292 | 80.6 | 1604 | 100.0 |
| Twelfth grade or more | 2 | 0.3 | 282 | 40.1 | 419 | 59.6 | 703 | 100.0 |
| Total | 6 | .03 | 590 | 25.6 | 1711 | 74.1 | 2307 | 100.0 |

## TABLE A-X

## Attendance at Mershon Auditorium Events, by Educational Level

| Educational Level | No Response | | Attend | | Do Not Attend | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 2 | 0.1 | 29 | 1.8 | 1573 | 98.1 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 96 | 13.7 | 606 | 86.2 | 703 | 100.0 |
| Total | 3 | 0.1 | 125 | .54 | 2179 | 94 | 2307 | 100.0 |

## TABLE A-XI

### Participation in Hunting and Fishing, by Educational Level

| Educational Level | No Response |  | Participated |  | Did Not Participate |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 7 | 0.4 | 55 | 3.4 | 1542 | 96.2 | 1604 | 100.0 |
| Twelfth grade or more | 3 | 0.4 | 20 | 2.8 | 680 | 96.8 | 703 | 100.0 |
| Total | 10 | 0.4 | 75 | 3.3 | 2222 | 96.3 | 2307 | 100.0 |

## TABLE A-XII

Participation in Athletic Activities, by Educational Level

| Educational Level | No Response | | Never | | Twice a Year or Less | | 3 - 5 Times a Year | | 6 - 11 Times or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 6 | 0.4 | 1541 | 96.1 | 55 | 3.4 | 2 | 0.1 | 0 | -- | 1604 | 100.0 |
| Twelfth grade or more | 0 | --- | 642 | 91.3 | 59 | 8.4 | 0 | --- | 2 | 0.3 | 703 | 100.0 |
| Total | 6 | 0.3 | 2183 | 94.6 | 114 | 4.9 | 2 | 0.1 | 2 | 0.1 | 2307 | 100.0 |

## TABLE A-XIII

Frequency of Attendance at Spectator Athletic Events, by Educational Level

| Educational Level | No Response | | Never | | Twice a Year or Less | | 3 - 5 Times a Year | | 6 - 11 Times a Year | | More than 12 Times a Year | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 4 | 0.2 | 1447 | 90.2 | 65 | 4.1 | 41 | 2.6 | 28 | 1.7 | 19 | 1.2 | 1604 | 100.0 |
| Twelfth grade or more | 2 | 0.3 | 563 | 80.1 | 47 | 6.7 | 47 | 6.7 | 27 | 3.8 | 17 | 2.4 | 703 | 100.0 |
| Total | 6 | 0.3 | 2010 | 87.1 | 112 | 4.9 | 88 | 3.8 | 55 | 2.4 | 36 | 1.5 | 2307 | 100.0 |

## TABLE A-XIV

### Number Watching Sports Programs, by Educational Level

| Educational Level | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 8 | 0.5 | 1032 | 64.3 | 564 | 35.2 | 1604 | 100.0 |
| Twelfth grade or more | 2 | 0.3 | 525 | 74.7 | 176 | 25.0 | 703 | 100.0 |
| Total | 10 | 0.4 | 1557 | 67.5 | 740 | 32.1 | 2307 | 100.0 |

## TABLE A-XV

### Number Reading Trade or Professional Journals, by Educational Level

| Educational Level | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 13 | 0.8 | 67 | 4.2 | 1524 | 95.0 | 1604 | 100.0 |
| Twelfth grade or more | 4 | 0.6 | 85 | 12.1 | 614 | 87.3 | 703 | 100.0 |
| Total | 17 | 0.7 | 152 | 6.6 | 2138 | 92.7 | 2307 | 100.0 |

## TABLE A-XVI

### Availability of Radio, by Educational Level

| Educational Level | No Response | | Radio Available | | Radio Not Available | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 0 | -- | 1520 | 94.8 | 84 | 5.2 | 1604 | 100.0 |
| Twelfth grade or more | 0 | -- | 685 | 97.4 | 18 | 2.6 | 703 | 100.0 |
| Total | 0 | -- | 2205 | 95.6 | 102 | 4.4 | 2307 | 100.0 |

## TABLE A-XVII

### Availability of a Television Set, by Educational Level

| Educational Level | No Response | | TV Set Available | | TV Set Not Available | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 1 | 0.1 | 1501 | 93.6 | 102 | 6.3 | 1604 | 100.0 |
| Twelfth grade of more | 0 | --- | 675 | 96.0 | 28 | 4.0 | 703 | 100.0 |
| Total | 1 | --- | 2176 | 94.3 | 130 | 5.7 | 2307 | 100.0 |

## TABLE A-XVIII

### Hours Spent Viewing Television Daily, by Educational Level

| Educational Level | None | | 2 Hours or Less | | 3 - 5 Hours | | 6 Hours or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 68 | 4.5 | 316 | 21.0 | 814 | 54.2 | 304 | 20.3 | 1502 | 100.0 |
| Twelfth grade or more | 18 | 2.7 | 145 | 21.5 | 395 | 58.5 | 117 | 17.3 | 675 | 100.0 |
| Total | 86 | 4.0 | 461 | 21.2 | 1209 | 55.5 | 421 | 19.3 | 2177 | 100.0 |

## TABLE A-XIX

## Availability of Educational Channel 34, by Educational Level

| Educational Level | No Response | | Can Receive Channel 34 | | Cannot Receive Channel 34 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 25 | 1.7 | 52 | 3.5 | 1425 | 94.8 | 1502 | 100.0 |
| Twelfth grade or more | 13 | 2.0 | 86 | 12.7 | 576 | 85.3 | 675 | 100.0 |
| Total | 38 | 1.8 | 138 | 6.3 | 2001 | 91.9 | 2177 | 100.0 |

## TABLE A-XX

## Number Watching Educational Channel 34 Regularly, by Educational Level

| Educational Level | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 0 | --- | 24 | 46.1 | 28 | 53.9 | 52 | 100.0 |
| Twelfth grade or more | 1 | 1.1 | 66 | 76.7 | 20 | 22.2 | 86 | 100.0 |
| Total | 1 | 0.7 | 90 | 57.2 | 48 | 42.1 | 138 | 100.0 |

## TABLE A-XXI

### Availability of a Record Player, by Educational Level

| Educational Level | No Response |  | Record Player Available |  | Record Player Not Available |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 12 | 0.7 | 397 | 24.8 | 1195 | 74.5 | 1604 | 100.0 |
| Twelfth grade or more | 3 | 0.4 | 287 | 40.8 | 413 | 58.8 | 703 | 100.0 |
| Total | 15 | 0.7 | 684 | 29.6 | 1608 | 69.7 | 2307 | 100.0 |

## TABLE A-XXII

### Membership in the Columbus Symphony Association or Columbus Art League, by Educational Level

| Educational Level | No Response |  | Member |  | Non-Member |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 1 | 0.1 | 3 | 0.2 | 1600 | 99.7 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 23 | 3.3 | 679 | 96.6 | 703 | 100.0 |
| Total | 2 | 0.1 | 26 | 1.1 | 2279 | 98.8 | 2307 | 100.0 |

## TABLE A-XXIII

Distribution of Respondents Believing That an Educational Institution Could Help Solve Their Problems, by Educational Level

| Educational Level | No Response | | No Agency | | College or University | | Public School | | Other Education Agency | | Don't Know | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Eleventh grade or less | 9 | 0.7 | 1154 | 71.9 | 61 | 3.8 | 4 | 0.2 | 5 | 0.3 | 371 | 23.1 | 1604 | 100.0 |
| Twelfth grade or more | 1 | 0.1 | 580 | 82.6 | 24 | 3.4 | 2 | 0.3 | 3 | 0.4 | 93 | 13.2 | 703 | 100.0 |
| Total | 10 | 0.4 | 1734 | 75.2 | 85 | 3.7 | 6 | 0.3 | 8 | 0.3 | 464 | 20.1 | 2307 | 100.0 |

## TABLE A-XXIV

Distribution of Respondents as to White or Non-white, by Marital Status

| Marital Status | No Response | | White | | Non-White | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 4 | 0.4 | 908 | 84.4 | 163 | 15.2 | 1075 | 100.0 |
| Unmarried | 3 | 2.1 | 115 | 80.4 | 25 | 17.5 | 143 | 100.0 |
| Widow(er) | 2 | 0.2 | 826 | 81.1 | 190 | 18.7 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 54 | 76.1 | 17 | 23.9 | 71 | 100.0 |
| Total | 9 | 0.4 | 1903 | 82.5 | 395 | 17.1 | 2307 | 100.0 |

## TABLE A-XXV

Where Major Portion of Life Was Spent, by Marital Status

| Marital Status | No Response | | Farm or Village Less Than 1,000 | | Town 1,000-25,000 | | City 25,000-100,000 | | City Over 100,000 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Married living with spouse | 14 | 1.3 | 50 | 4.7 | 73 | 6.8 | 68 | 6.3 | 870 | 80.9 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 5 | 3.5 | 8 | 5.6 | 16 | 11.2 | 113 | 79.0 | 143 | 100.0 |
| Widow (er) | 17 | 1.7 | 46 | 4.5 | 90 | 8.8 | 80 | 7.9 | 785 | 77.1 | 1018 | 100.0 |
| Separated or Divorced | 3 | 4.2 | 5 | 7.1 | 6 | 8.4 | 7 | 9.9 | 50 | 70.4 | 71 | 100.0 |
| Total | 35 | 1.5 | 106 | 4.6 | 177 | 7.7 | 171 | 7.5 | 1818 | 78.7 | 2307 | 100.0 |

## TABLE A-XXVI

### Place of Origin, by Marital Status

| Marital Status | No Response | | Native Born | | Foreign Born | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married living with spouse | 24 | 2.2 | 990 | 92.1 | 61 | 5.7 | 1075 | 100.0 |
| Unmarried | 8 | 5.6 | 132 | 92.3 | 3 | 2.1 | 143 | 100.0 |
| Widow(er) | 39 | 3.8 | 920 | 90.4 | 59 | 5.8 | 1018 | 100.0 |
| Separated or Divorced | 4 | 5.6 | 64 | 90.1 | 3 | 4.3 | 71 | 100.0 |
| Total | 75 | 3.2 | 2106 | 91.3 | 126 | 5.5 | 2307 | 100.0 |

## TABLE A-XXVII

### State of Health, by Marital Status

| Marital Status | No Response | | Good | | Fair | | Poor | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Married living with spouse | 0 | --- | 621 | 57.8 | 217 | 20.2 | 237 | 22.0 | 1075 | 100.0 |
| Unmarried | 0 | --- | 84 | 58.7 | 34 | 23.8 | 25 | 17.5 | 143 | 100.0 |
| Widow(er) | 0 | --- | 445 | 43.7 | 287 | 28.2 | 286 | 28.1 | 1018 | 100.0 |
| Separated or Divorced | 1 | 1.4 | 42 | 59.2 | 21 | 29.6 | 7 | 9.8 | 71 | 100.0 |
| Total | 1 | --- | 1192 | 51.7 | 559 | 24.2 | 555 | 24.1 | 2307 | 100.0 |

## TABLE A-XXVIII

### State of Vision, by Marital Status

| Marital Status | No Response | | Good | | Poor | | Blind | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 951 | 88.4 | 113 | 10.5 | 10 | 1.0 | 1075 | 100.0 |
| Unmarried | 0 | --- | 118 | 82.5 | 23 | 16.1 | 2 | 1.4 | 143 | 100.0 |
| Widow(er) | 1 | 0.1 | 777 | 76.3 | 232 | 22.7 | 8 | 7.9 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 60 | 84.5 | 10 | 14.1 | 1 | 1.4 | 71 | 100.0 |
| Total | 2 | 0.1 | 1906 | 82.6 | 378 | 16.4 | 21 | 0.9 | 2307 | 100.0 |

## TABLE A-XXIX

### State of Hearing, by Marital Status

| Marital Status | No Response | | Good | | Poor | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 3 | 0.3 | 955 | 88.8 | 117 | 10.9 | 1075 | 100.0 |
| Unmarried | 0 | --- | 118 | 82.5 | 25 | 17.5 | 143 | 100.0 |
| Widow(er) | 8 | 0.8 | 875 | 85.9 | 135 | 13.3 | 1018 | 100.0 |
| Separated or Divorced | 1 | 1.4 | 63 | 88.7 | 7 | 9.9 | 71 | 100.0 |
| Total | 12 | 0.5 | 2011 | 87.2 | 284 | 12.3 | 2307 | 100.0 |

## TABLE A-XXX

### Whether or Not Retired, by Marital Status

| Marital Status | No Response | | Retired | | Not Retired | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 2 | 0.2 | 698 | 86.9 | 103 | 12.9 | 803 | 100.0 |
| Unmarried | 1 | 0.8 | 118 | 90.1 | 12 | 9.1 | 131 | 100.0 |
| Widow(er) | 1 | 0.1 | 596 | 88.4 | 77 | 11.5 | 674 | 100.0 |
| Separated or Divorced | 1 | 1.7 | 49 | 83.1 | 9 | 15.2 | 59 | 100.0 |
| Total | 5 | 0.3 | 1461 | 87.6 | 201 | 12.1 | 1667 | 100.0 |

## TABLE A-XXXI

### Length of Time Retired, by Marital Status

| Marital Status | Response | | Two Years or Less | | 3 - 5 Years | | Six Years or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 6 | 0.9 | 127 | 18.1 | 187 | 26.7 | 380 | 54.3 | 700 | 100.0 |
| Unmarried | 1 | 0.8 | 21 | 17.6 | 24 | 20.2 | 73 | 61.4 | 119 | 100.0 |
| Widow (er) | 1 | 0.2 | 66 | 11.1 | 97 | 16.2 | 433 | 72.5 | 599 | 100.0 |
| Separated or Divorced | 1 | 2.0 | 10 | 20.0 | 12 | 24.0 | 27 | 54.0 | 50 | 100.0 |
| Total | 9 | 0.6 | 224 | 15.3 | 320 | 21.8 | 913 | 62.3 | 1466 | 100.0 |

## TABLE A-XXXII

### Years Respondents Spent on Their Last Occupation, by Marital Status

| Marital Status | No Response | | 5 Years or Less | | 6 - 10 Years | | 11 Years or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 20 | 2.5 | 74 | 9.2 | 194 | 24.2 | 515 | 64.1 | 803 | 100.0 |
| Unmarried | 5 | 3.8 | 12 | 9.2 | 74 | 56.5 | 40 | 30.5 | 131 | 100.0 |
| Widow(er) | 7 | 1.0 | 105 | 15.6 | 359 | 53.3 | 203 | 30.1 | 674 | 100.0 |
| Separated or Divorced | 2 | 3.4 | 15 | 25.4 | 25 | 42.4 | 17 | 28.8 | 59 | 100.0 |
| Total | 34 | 2.0 | 206 | 12.4 | 652 | 39.1 | 775 | 46.5 | 1667 | 100.0 |

## TABLE A-XXXIII

### Types of Housing, by Marital Status

| Marital Status | No Response | | Private Home | | Rooming House | | Apartment | | Hotel | | Other Housing | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 11 | 1.0 | 925 | 86.0 | 14 | 1.3 | 119 | 11.1 | 0 | --- | 6 | 0.6 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 93 | 65.0 | 10 | 7.0 | 36 | 25.2 | 1 | 0.7 | 2 | 1.4 | 143 | 100.0 |
| Widow(er) | 27 | 2.7 | 762 | 74.8 | 43 | 4.2 | 174 | 17.1 | 3 | 0.3 | 9 | 0.9 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 40 | 56.3 | 7 | 9.9 | 22 | 31.0 | 1 | 1.4 | 1 | 1.4 | 71 | 100.0 |
| Total | 39 | 1.7 | 1820 | 78.9 | 74 | 3.0 | 351 | 15.7 | 5 | 0.3 | 18 | 0.8 | 2307 | 100.0 |

## TABLE A-XXXIV

### Living Arrangements of Those Not Living Alone, by Marital Status

| Marital Status | With Own Children | | With Other Children | | With Younger Person | | With Person Own Age | | Other | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 141 | 61.6 | 45 | 19.6 | 5 | 2.2 | 21 | 9.2 | 9 | 3.9 | 229 | 100.0 |
| Unmarried | 0 | ---- | 40 | 52.7 | 4 | 5.2 | 27 | 35.5 | 5 | 6.6 | 76 | 100.0 |
| Widow(er) | 348 | 61.1 | 104 | 18.2 | 18 | 3.2 | 68 | 11.9 | 32 | 5.6 | 570 | 100.0 |
| Separated or Divorced | 18 | 48.7 | 8 | 21.6 | 0 | --- | 6 | 16.2 | 5 | 13.5 | 37 | 100.0 |
| Total | 507 | 55.6 | 197 | 21.6 | 27 | 2.9 | 122 | 13.4 | 51 | 5.6 | 912 | 100.0 |

## TABLE A-XXXV

### Sources of Income, by Marital Status

| Marital Status | No Response | | Wages and Salary | | Savings and Investments | | Social Security | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 21 | 1.0 | 268 | 13.3 | 488 | 24.3 | 672 | 33.4 |
| Unmarried | 2 | 0.8 | 15 | 6.4 | 60 | 25.4 | 79 | 33.5 |
| Widow(er) | 21 | 1.3 | 91 | 5.7 | 375 | 23.3 | 622 | 38.8 |
| Separated or Divorced | 0 | -- | 14 | 12.7 | 19 | 17.3 | 49 | 44.5 |
| Total | 44 | 1.1 | 388 | 9.8 | 942 | 23.7 | 1422 | 35.9 |

| Marital Status | Employer's Retirement Programs | | Other Pensions | | Other Sources | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 395 | 19.6 | 146 | 7.3 | 21 | 1.0 | 2011 | 100.0 |
| Unmarried | 48 | 20.3 | 32 | 13.6 | 0 | 0 | 236 | 100.0 |
| Widow(er) | 199 | 12.4 | 230 | 14.3 | 68 | 4.2 | 1606 | 100.0 |
| Separated or Divorced | 7 | 6.4 | 15 | 13.6 | 6 | 5.5 | 110 | 100.0 |
| Total | 649 | 14.4 | 423 | 10.7 | 95 | 2.4 | 3963 | 100.0 |

## TABLE A-XXXVI

Amount of Monthly Income, by Marital Status

| Marital Status | No Response |  | Less Than $150 |  | $150 -250 |  | $251 -375 |  | $376 -500 |  | More Than $500 |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 27 | 2.5 | 391 | 36.4 | 281 | 26.1 | 150 | 14.0 | 114 | 10.6 | 112 | 10.4 | 1075 | 100.0 |
| Unmarried | 2 | 1.4 | 84 | 58.7 | 23 | 16.1 | 22 | 15.4 | 9 | 6.3 | 3 | 2.1 | 143 | 100.0 |
| Widow | 32 | 3.1 | 663 | 65.1 | 182 | 17.9 | 89 | 8.7 | 28 | 2.8 | 24 | 2.4 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 47 | 66.2 | 15 | 21.1 | 6 | 8.5 | 2 | 2.8 | 1 | 1.4 | 71 | 100.0 |
| Total | 61 | 2.6 | 1185 | 51.4 | 501 | 21.7 | 267 | 11.6 | 153 | 6.6 | 140 | 6.1 | 2307 | 100.0 |

## TABLE A-XXXVII

### Whether or Not Respondents Drive a Car, by Marital Status

| Marital Status | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 4 | 0.4 | 406 | 37.8 | 665 | 61.8 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 41 | 28.7 | 101 | 70.6 | 143 | 100.0 |
| Widow (er) | 1 | 0.1 | 130 | 12.8 | 887 | 87.1 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 13 | 18.3 | 58 | 81.7 | 71 | 100.0 |
| Total | 6 | 0.3 | 590 | 25.6 | 1711 | 74.1 | 2307 | 100.0 |

## TABLE A-XXXVIII

### Frequency of Church Attendance, by Marital Status

| Marital Status | No Response | | Never | | Twice a Month or More | | Less Than Twice a Month | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 276 | 25.8 | 579 | 53.8 | 219 | 20.3 | 1075 | 100.0 |
| Unmarried | 0 | --- | 42 | 29.3 | 63 | 44.1 | 38 | 26.6 | 143 | 100.0 |
| Widow(er) | 3 | 0.3 | 308 | 30.2 | 494 | 48.5 | 213 | 21.0 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 29 | 40.8 | 28 | 39.4 | 14 | 19.8 | 71 | 100.0 |
| Total | 4 | 0.2 | 655 | 28.3 | 1164 | 50.5 | 484 | 21.0 | 2307 | 100.0 |

## TABLE A-XXXIX

### Participation in Educational or Cultural Activities, by Marital Status

| Marital Status | No Response | | Participate | | Do Not Participate | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 3 | 0.3 | 82 | 7.6 | 990 | 92.1 | 1075 | 100.0 |
| Unmarried | 0 | --- | 18 | 12.6 | 125 | 87.4 | 143 | 100.0 |
| Widow(er) | 2 | 0.2 | 70 | 6.9 | 946 | 92.9 | 1018 | 100.0 |
| Separated or Divorced | 1 | 1.4 | 2 | 2.8 | 68 | 95.8 | 71 | 100.0 |
| Total | 6 | 0.3 | 172 | 7.5 | 2129 | 92.2 | 2307 | 100.0 |

## TABLE A-XL

Frequency of Attendance at Motion Pictures, by Marital Status

| Marital Status | No Response |  | Never |  | Twice a Year or Less |  | 3 - 5 Times a Year |  | 6 - 11 Times a Year |  | 12 or More Times a Year |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 2 | 0.2 | 838 | 77.9 | 127 | 11.8 | 82 | 7.6 | 19 | 1.8 | 7 | 0.7 | 1075 | 100.0 |
| Unmarried | 0 | --- | 106 | 74.1 | 13 | 9.1 | 14 | 9.8 | 6 | 4.2 | 4 | 2.8 | 143 | 100.0 |
| Widow (er) | 1 | 0.1 | 829 | 81.4 | 88 | 8.6 | 68 | 6.7 | 15 | 1.5 | 17 | 1.7 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 57 | 80.4 | 5 | 7.0 | 3 | 4.2 | 3 | 4.2 | 3 | 4.2 | 71 | 100.0 |
| Total | 3 | 0.1 | 1830 | 79.4 | 233 | 10.1 | 167 | 7.2 | 43 | 1.9 | 31 | 1.3 | 2307 | 100.0 |

## TABLE A-XLI

Frequency of Stage Play Attendance, by Marital Status

| Marital Status | No Response | | Never | | Twice a Year or Less | | 3 - 5 Times a Year | | 6 - 11 Times a Year | | 12 or More Times a Year | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 2 | 0.2 | 970 | 90.3 | 48 | 4.4 | 31 | 2.9 | 10 | 0.9 | 14 | 1.3 | 1075 | 100.0 |
| Unmarried | 0 | --- | 117 | 81.8 | 13 | 9.1 | 8 | 5.6 | 4 | 2.8 | 1 | 0.7 | 143 | 100.0 |
| Widow(er) | 0 | --- | 920 | 90.4 | 35 | 3.4 | 32 | 3.1 | 15 | 1.5 | 16 | 1.6 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 63 | 88.7 | 5 | 7.1 | 3 | 4.2 | 0 | --- | 0 | --- | 71 | 100.0 |
| Total | 2 | 0.1 | 2070 | 89.7 | 101 | 4.4 | 74 | 3.2 | 29 | 1.3 | 31 | 1.3 | 2307 | 100.0 |

## TABLE A-XLII

### Attendance at Activities in Mershon Auditorium, by Marital Status

| Marital Status | No Response |  | Attend |  | Do Not Attend |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Married, living with spouse | 2 | 0.2 | 56 | 5.2 | 1017 | 94.6 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 17 | 11.9 | 125 | 87.4 | 143 | 100.0 |
| Widow (er) | 0 | --- | 51 | 5.0 | 967 | 95.0 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 1 | 1.4 | 70 | 98.6 | 71 | 100.0 |
| Total | 3 | 0.2 | 125 | 5.4 | 2179 | 94.4 | 2307 | 100.0 |

## TABLE A-XLIII

### Attendance at Lecture Series, by Marital Status

| Marital Status | No Response |  | Attend |  | Do Not Attend |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Married, living with spouse | 5 | 0.5 | 17 | 1.6 | 1053 | 97.9 | 1075 | 100.0 |
| Unmarried | 2 | 1.4 | 7 | 6.3 | 134 | 92.3 | 143 | 100.0 |
| Widow (er) | 0 | --- | 20 | 2.0 | 998 | 98.0 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 1 | 1.4 | 70 | 98.6 | 71 | 100.0 |
| Total | 7 | 0.3 | 45 | 2.0 | 2255 | 97.7 | 2307 | 100.0 |

## TABLE A-XLIV

### Participation in Hunting and Fishing, by Marital Status

| Marital Status | No Response | | Participated | | Did Not Participate | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 3 | 0.3 | 126 | 11.7 | 946 | 88.0 | 1075 | 100.0 |
| Unmarried | 0 | --- | 8 | 5.6 | 135 | 94.4 | 143 | 100.0 |
| Widow(er) | 3 | 0.3 | 40 | 3.9 | 975 | 95.8 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 5 | 7.3 | 66 | 92.7 | 71 | 100.0 |
| Total | 6 | 0.3 | 179 | 7.8 | 2122 | 91.9 | 2307 | 100.0 |

## TABLE A-XLV

Participation in Athletic Events during the Past Year, by Marital Status

| Marital Status | No Response |  | Never |  | 2 Times or Less |  | 3 - 5 Times |  | 6 Times or More |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 2 | 0.2 | 998 | 92.8 | 73 | 6.8 | 2 | 0.2 | 0 | --- | 1075 | 100.0 |
| Unmarried | 0 | --- | 137 | 95.8 | 6 | 4.2 | 0 | --- | 0 | --- | 143 | 100.0 |
| Widow (er) | 4 | 0.4 | 979 | 96.2 | 33 | 3.2 | 0 | --- | 2 | 0.2 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 69 | 97.2 | 2 | 2.8 | 0 | --- | 0 | --- | 71 | 100.0 |
| Total | 6 | 0.3 | 2183 | 94.6 | 114 | 4.9 | 2 | 0.1 | 2 | 0.1 | 2307 | 100.0 |

## TABLE A-XLVI

Frequency of Attendance at Spectator Athletic Events, by Marital Status

| Marital Status | No Response | | Never | | Twice a Year or Less | | 3 - 5 Times a Year | | 6 - 11 Times a Year | | More Than 12 Times a Year | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 2 | 0.2 | 887 | 82.5 | 68 | 6.3 | 58 | 5.4 | 37 | 3.4 | 23 | 2.1 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 126 | 88.1 | 6 | 4.2 | 5 | 3.5 | 3 | 2.1 | 2 | 1.4 | 143 | 100.0 |
| Widow (er) | 3 | 0.3 | 938 | 92.1 | 32 | 3.2 | 23 | 2.2 | 13 | 1.3 | 9 | 0.9 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 59 | 83.2 | 6 | 8.4 | 2 | 2.8 | 2 | 2.8 | 2 | 2.8 | 71 | 100.0 |
| Total | 6 | 0.3 | 2010 | 87.0 | 112 | 4.9 | 88 | 3.8 | 55 | 2.4 | 36 | 1.6 | 2307 | 100.0 |

## TABLE A-XLVII

### Whether or Not Respondents Watched TV Sports Programs, by Marital Status

| Marital Status | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 4 | 0.4 | 796 | 74.0 | 275 | 25.6 | 1075 | 100.0 |
| Unmarried | 2 | 1.4 | 83 | 58.0 | 58 | 40.6 | 143 | 100.0 |
| Widow(er) | 0 | --- | 629 | 61.8 | 389 | 38.2 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 50 | 70.4 | 21 | 29.6 | 71 | 100.0 |
| Total | 66 | 0.3 | 1558 | 67.5 | 743 | 32.2 | 2307 | 100.0 |

## TABLE A-XLVIII

### Whether or Not Respondents Used a Library during the Past Month, by Marital Status

| Marital Status | No Response | | Used a Library | | Did Not Use a Library | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 53 | 4.9 | 1021 | 95.0 | 1075 | 100.0 |
| Unmarried | 0 | --- | 14 | 9.8 | 129 | 90.2 | 143 | 100.0 |
| Widow(er) | 2 | 0.2 | 45 | 4.4 | 971 | 95.4 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 1 | 1.4 | 70 | 98.6 | 71 | 100.0 |
| Total | 3 | 0.1 | 113 | 4.9 | 2191 | 95.0 | 2307 | 100.0 |

## TABLE A-XLIX

Number of Books Read during the Past Year,
by Marital Status

| Marital Status | No Response | | None | | 2 or Less | | 3 - 5 | | 6 - 11 | | 12 or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 760 | 70.7 | 150 | 14.0 | 74 | 6.9 | 27 | 2.5 | 63 | 5.9 | 1075 | 100.0 |
| Unmarried | 0 | --- | 92 | 63.3 | 17 | 11.9 | 9 | 6.3 | 10 | 7.0 | 15 | 10.5 | 143 | 100.0 |
| Widow (er) | 1 | 0.1 | 707 | 69.4 | 166 | 16.3 | 65 | 6.4 | 30 | 3.0 | 49 | 4.8 | 1018 | 100.0 |
| Separated or Divorced | 1 | 1.4 | 49 | 69.0 | 10 | 14.1 | 7 | 9.9 | 1 | 1.4 | 3 | 4.2 | 71 | 100.0 |
| Total | 3 | 0.1 | 1608 | 69.8 | 343 | 14.9 | 155 | 6.7 | 68 | 2.9 | 130 | 5.6 | 2307 | 100.0 |

## TABLE A-L

### Whether or Not Respondents Read A Newspaper Yesterday, by Marital Status

| Marital Status | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Married, living with spouse | 2 | 0.2 | 985 | 91.6 | 88 | 8.2 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 125 | 87.4 | 17 | 11.9 | 143 | 100.0 |
| Widow (er) | 4 | 0.4 | 856 | 84.1 | 158 | 15.5 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 57 | 80.3 | 14 | 19.7 | 71 | 100.0 |
| Total | 7 | 0.3 | 2023 | 87.7 | 277 | 12.0 | 2307 | 100.0 |

## TABLE A-LI

### Whether or Not Respondents Read a Magazine during the Past Week, by Marital Status

| Marital Status | No Response |  | Yes |  | No |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 793 | 73.7 | 281 | 26.2 | 1075 | 100.0 |
| Unmarried | 0 | --- | 106 | 74.1 | 37 | 25.9 | 143 | 100.0 |
| Widow (er) | 0 | --- | 684 | 67.2 | 334 | 32.8 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 38 | 53.5 | 33 | 46.5 | 71 | 100.0 |
| Total | 1 | --- | 1621 | 70.3 | 685 | 29.7 | 2307 | 100.0 |

## TABLE A-LII

### Whether or Not Respondents Read a Trade or Professional Journal during the Past Month, by Marital Status

| Marital Status | No Response | | Yes | | No | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 8 | 0.7 | 101 | 9.4 | 966 | 89.9 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 11 | 7.7 | 131 | 91.6 | 143 | 100.0 |
| Widow (er) | 8 | 0.8 | 35 | 3.4 | 975 | 95.8 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 47 | 66.2 | 24 | 33.8 | 71 | 100.0 |
| Total | 17 | 0.7 | 194 | 8.4 | 2096 | 90.9 | 2307 | 100.0 |

## TABLE A-LIII

### Availability of a Radio, by Marital Status

| Marital Status | No Response | | Radio Available | | Radio Not Available | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 0 | --- | 1050 | 97.7 | 25 | 2.3 | 1075 | 100.0 |
| Unmarried | 0 | --- | 134 | 93.7 | 9 | 6.3 | 143 | 100.0 |
| Widow (er) | 0 | --- | 959 | 94.2 | 59 | 5.8 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 62 | 87.3 | 9 | 12.7 | 71 | 100.0 |
| Total | 0 | --- | 2205 | 95.6 | 102 | 4.4 | 2307 | 100.0 |

TABLE A-LIV

Number of Hours Per Day Respondents Listened to a Radio,
by Marital Status

| Marital Status | No Response |  | Never |  | 2 Hours or Less |  | 3 - 5 Hours |  | 6 Hours or More |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 0 | --- | 234 | 22.3 | 579 | 55.2 | 181 | 17.2 | 56 | 5.3 | 1075 | 100.0 |
| Unmarried | 0 | --- | 29 | 21.6 | 70 | 52.3 | 26 | 19.4 | 9 | 6.7 | 134 | 100.0 |
| Widow (er) | 0 | --- | 207 | 21.6 | 467 | 48.7 | 225 | 23.5 | 60 | 6.2 | 959 | 100.0 |
| Separated or Divorced | 0 | --- | 10 | 16.9 | 20 | 33.9 | 20 | 33.9 | 9 | 15.3 | 59 | 100.0 |
| Total | 0 | --- | 480 | 21.8 | 1136 | 51.6 | 452 | 20.5 | 134 | 6.1 | 2201 | 100.0 |

## TABLE A-LV

### Preferences of Types of Radio Programs, by Marital Status*

| Marital Status | No Preference+ | News and Weather | | Sports | | Music | | Serials | |
|---|---|---|---|---|---|---|---|---|---|
| | N | N | % | N | % | N | % | N | % |
| Married, living with spouse | 227 | 1310 | 58.4 | 232 | 10.4 | 501 | 22.4 | 16 | 0.7 |
| Unmarried | 28 | 163 | 54.7 | 30 | 10.1 | 75 | 25.2 | 5 | 1.7 |
| Widow(er) | 205 | 1170 | 56.4 | 118 | 5.7 | 511 | 24.6 | 28 | 1.4 |
| Separated or divorced | 13 | 89 | 60.5 | 10 | 6.8 | 34 | 23.1 | 2 | 1.4 |
| Total | 473 | 2732 | 57.4 | 390 | 8.2 | 1121 | 23.5 | 51 | 1.1 |

| Marital Status | Home and Garden | | Religion | | Farm | | Misc. | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 14 | 0.6 | 122 | 5.4 | 2 | 0.1 | 44 | 2.0 | 2241 | 100.0 |
| Unmarried | 1 | 0.3 | 15 | 5.0 | 1 | 0.3 | 8 | 2.7 | 298 | 100.0 |
| Widow(er) | 12 | 0.6 | 171 | 8.2 | 6 | 0.3 | 58 | 2.8 | 2074 | 100.0 |
| Separated or divorced | 0 | --- | 11 | 7.5 | 0 | --- | 1 | 0.7 | 147 | 100.0 |
| Total | 27 | 0.6 | 319 | 6.7 | 9 | 0.2 | 111 | 2.3 | 4760 | 100.0 |

*Items do not total to 2307 as many subjects made more than one selection

+Not included in totals

TABLE A-LVI

Availability of Television, by Marital Status

| Marital Status | No Response | | TV Set Available | | TV Set Not Available | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 0 | --- | 1045 | 97.2 | 30 | 2.8 | 1075 | 100.0 |
| Unmarried | 0 | --- | 126 | 88.1 | 17 | 11.9 | 143 | 100.0 |
| Widow(er) | 1 | 0.1 | 939 | 92.2 | 78 | 7.7 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 66 | 92.9 | 5 | 7.1 | 71 | 100.0 |
| Total | 1 | --- | 2176 | 94.3 | 130 | 6.7 | 2307 | 100.0 |

## TABLE A-LVII

### Number of Hours Per Day Respondents Watch Television, by Marital Status

| Marital Status | Never | | 2 Hours or Less | | 3 - 5 Hours | | 6 Hours or More | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 35 | 3.3 | 221 | 21.1 | 601 | 57.6 | 188 | 18.0 | 1045 | 100.0 |
| Unmarried | 6 | 4.8 | 27 | 21.4 | 69 | 54.8 | 24 | 19.0 | 126 | 100.0 |
| Widow(er) | 36 | 3.8 | 200 | 21.3 | 507 | 53.9 | 197 | 21.0 | 940 | 100.0 |
| Separated or Divorced | 9 | 13.6 | 11 | 16.7 | 33 | 50.0 | 13 | 19.7 | 66 | 100.0 |
| Total | 86 | 3.9 | 459 | 21.1 | 1210 | 55.6 | 422 | 19.4 | 2177 | 100.0 |

## TABLE A-LVIII

### Preferences of Types of Television Programs, by Marital Status*

| Marital Status | News |  | Sports |  | Serials |  | Quiz Programs |  | Variety |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 345 | 12.2 | 126 | 4.5 | 370 | 13.1 | 338 | 11.9 | 590 | 20.8 |
| Unmarried | 40 | 12.6 | 11 | 3.5 | 34 | 10.7 | 41 | 12.9 | 90 | 28.4 |
| Widow(er) | 257 | 10.3 | 63 | 2.5 | 496 | 19.9 | 289 | 11.6 | 552 | 22.1 |
| Separated or Divorced | 3 | 1.9 | 5 | 3.2 | 32 | 20.4 | 17 | 10.8 | 39 | 24.9 |
| Total | 645 | 11.1 | 205 | 3.5 | 932 | 16.1 | 685 | 11.8 | 1271 | 21.9 |

| Marital Status | Situation Comedy |  | Drama |  | Westerns |  | Documentaries |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 244 | 8.6 | 336 | 11.9 | 421 | 14.9 | 58 | 2.1 | 2828 | 100.0 |
| Unmarried | 18 | 5.7 | 48 | 15.1 | 30 | 9.5 | 3 | 0.9 | 315 | 100.0 |
| Widow(er) | 185 | 7.4 | 356 | 14.6 | 250 | 10.1 | 35 | 1.5 | 2402 | 100.0 |
| Separated or Divorced | 11 | 7.0 | 27 | 17.2 | 20 | 12.7 | 2 | 1.3 | 156 | 100.0 |
| Total | 458 | 7.9 | 776 | 13.4 | 721 | 12.4 | 98 | 1.7 | 5791 | 100.0 |

*Items do not add to 2307 as many subjects made more than one choice

## TABLE A-LIX

### Availability of a Record Player, by Marital Status

| Marital Status | No Response |  | Record Player Available |  | Record Player Not Available |  | Total |  |
|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % |
| Married, living with spouse | 8 | 0.7 | 336 | 31.3 | 731 | 68.0 | 1075 | 100.0 |
| Unmarried | 0 | --- | 36 | 25.2 | 107 | 74.8 | 143 | 100.0 |
| Widow(er) | 7 | 0.7 | 293 | 28.8 | 718 | 70.5 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 18 | 25.4 | 53 | 74.6 | 71 | 100.0 |
| Total | 15 | 0.7 | 683 | 29.6 | 1609 | 69.7 | 2307 | 100.0 |

## TABLE A-LX

### Number of Hours Per Day Respondents Listened to a Record Player, by Marital Status

| Marital Status | Never |  | 2 Hours or Less |  | 3 - 5 Hours |  | 6 Hours or More |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 257 | 76.5 | 30 | 8.9 | 31 | 9.2 | 18 | 5.4 | 336 | 100.0 |
| Unmarried | 22 | 66.1 | 5 | 13.9 | 6 | 16.7 | 3 | 8.3 | 36 | 100.0 |
| Widow(er) | 228 | 77.8 | 35 | 12.0 | 18 | 6.1 | 12 | 4.1 | 293 | 100.0 |
| Separated or Divorced | 13 | 72.2 | 2 | 11.1 | 1 | 5.6 | 2 | 11.1 | 18 | 100.0 |
| Total | 520 | 76.2 | 72 | 10.5 | 56 | 8.2 | 35 | 5.1 | 683 | 100.0 |

## TABLE A-LXI

### Participation in a Hobby, by Marital Status

| Marital Status | No Response | | Has a Hobby | | Doesn't Have a Hobby | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 452 | 42.0 | 622 | 57.9 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 60 | 42.0 | 82 | 57.3 | 143 | 100.0 |
| Widow(er) | 4 | 0.4 | 452 | 44.4 | 562 | 55.2 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 36 | 50.7 | 35 | 49.3 | 71 | 100.0 |
| Total | 6 | 0.3 | 1000 | 43.3 | 1301 | 56.4 | 2307 | 100.0 |

## TABLE A-LXII

Hours Per Week Spent Caring for a Lawn, Garden, or Houseplants, by Marital Status

| Marital Status | No Response |  | None |  | 5 Hours or Less |  | 6 - 12 Hours |  | 13 Hours or More |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 4 | 0.4 | 329 | 30.6 | 381 | 35.4 | 202 | 18.8 | 159 | 14.8 | 1075 | 100.0 |
| Unmarried | 0 | --- | 69 | 48.3 | 51 | 35.7 | 14 | 9.7 | 9 | 6.3 | 143 | 100.0 |
| Widow (er) | 4 | 0.4 | 406 | 39.9 | 339 | 33.3 | 142 | 13.9 | 127 | 12.5 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 24 | 33.8 | 29 | 40.8 | 7 | 9.9 | 11 | 15.5 | 71 | 100.0 |
| Total | 8 | 0.3 | 828 | 35.9 | 800 | 34.7 | 365 | 15.8 | 306 | 13.3 | 2307 | 100.0 |

## TABLE A-LXIII

### Participation in Political Party Activities, by Marital Status

| Marital Status | No Response | | Active Participation | | Does Not Participate | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 1040 | 3.7 | 1034 | 96.2 | 1075 | 100.0 |
| Unmarried | 0 | --- | 7 | 4.9 | 136 | 95.1 | 143 | 100.0 |
| Widow(er) | 2 | 0.2 | 29 | 2.9 | 987 | 96.9 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 3 | 4.2 | 68 | 95.8 | 71 | 100.0 |
| Total | 3 | 0.1 | 79 | 3.5 | 2225 | 96.4 | 2307 | 100.0 |

## TABLE A-LXIV

### Membership in the Columbus Symphony Association or Columbus Art League, by Marital Status

| Marital Status | No Response | | Member | | Non-Member | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 0 | --- | 11 | 1.0 | 1064 | 99.0 | 1075 | 100.0 |
| Unmarried | 0 | --- | 4 | 2.8 | 139 | 97.2 | 143 | 100.0 |
| Widow(er) | 2 | 0.2 | 12 | 1.2 | 1004 | 98.6 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 0 | --- | 71 | 100.0 | 71 | 100.0 |
| Total | 2 | 0.1 | 27 | 1.2 | 2278 | 98.7 | 2307 | 100.0 |

TABLE A-LXV

Training Desired in Crafts and Skills, by Marital Status

| Marital Status | No Response | | None | | Hobby-Crafts | | Occupational Skills | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 961 | 89.4 | 90 | 8.4 | 10 | 0.9 |
| Unmarried | 0 | --- | 127 | 88.8 | 11 | 7.7 | 2 | 1.4 |
| Widow(er) | 2 | 0.2 | 915 | 89.9 | 77 | 7.6 | 6 | 0.6 |
| Separated or Divorced | 0 | --- | 59 | 83.1 | 10 | 14.1 | 2 | 2.8 |
| Total | 3 | 0.1 | 2062 | 89.4 | 188 | 8.1 | 20 | 0.9 |

| Marital Status | Cultural-Crafts | | Other Leisure | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Married, living with spouse | 2 | 0.2 | 11 | 1.0 | 1075 | 100.0 |
| Unmarried | 1 | 0.7 | 2 | 1.4 | 143 | 100.0 |
| Widow(er) | 1 | 0.1 | 17 | 1.6 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 0 | --- | 71 | 100.0 |
| Total | 4 | 0.2 | 30 | 1.3 | 2307 | 100.0 |

## TABLE A-LXVI

### Training Desired in Selected Subject Matter Areas, by Marital Status

| Marital Status | No Response | | None | | Technical or Scientific | | Political or Social | | Religion or Philosophy | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 1 | 0.1 | 849 | 79.0 | 47 | 4.4 | 59 | 5.5 | 26 | 2.4 |
| Unmarried | 0 | --- | 109 | 76.2 | 8 | 5.6 | 9 | 6.3 | 3 | 2.1 |
| Widow(er) | 3 | 0.3 | 810 | 79.6 | 25 | 2.5 | 36 | 3.5 | 41 | 4.0 |
| Separated or Divorced | 0 | --- | 60 | 84.6 | 1 | 1.4 | 4 | 5.6 | 1 | 1.4 |
| Total | 4 | 0.2 | 1828 | 79.2 | 81 | 3.5 | 108 | 4.7 | 71 | 3.1 |

| Marital Status | Cultural or Academic | | Language | | Miscel. | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 24 | 2.2 | 15 | 1.4 | 54 | 5.0 | 1075 | 100.0 |
| Unmarried | 4 | 2.8 | 2 | 1.4 | 8 | 5.7 | 143 | 100.0 |
| Widow(er) | 34 | 3.3 | 20 | 2.0 | 49 | 4.8 | 1018 | 100.0 |
| Separated or Divorced | 1 | 1.4 | 2 | 2.8 | 2 | 2.8 | 71 | 100.0 |
| Total | 63 | 2.7 | 39 | 1.7 | 113 | 4.9 | 2307 | 100.0 |

## TABLE A-LXVII

### Unexpected Problems Encountered in Retirement or with Old Age, by Marital Status

| Marital Status | No Response |  | None |  | Financial |  | Health |  | Cost of Health |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 7 | 0.7 | 817 | 79.0 | 89 | 8.3 | 85 | 7.9 | 2 | 0.2 |
| Unmarried | 0 | --- | 100 | 69.9 | 10 | 7.0 | 12 | 8.4 | 0 | --- |
| Widow (er) | 9 | 0.9 | 700 | 68.7 | 113 | 11.1 | 66 | 6.5 | 3 | 0.3 |
| Separated or Divorced | 0 | --- | 48 | 67.6 | 8 | 11.3 | 7 | 9.9 | 0 | --- |
| Total | 16 | 0.7 | 1665 | 72.2 | 220 | 9.5 | 170 | 7.4 | 5 | 0.2 |

| Marital Status | Inactivity |  | Loneliness |  | Personal |  | Misc. |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | N | % | N | % | N | % | N | % | N | % |
| Married, living with spouse | 27 | 2.4 | 24 | 2.2 | 17 | 1.6 | 7 | 0.7 | 1075 | 100.0 |
| Unmarried | 7 | 4.9 | 9 | 6.3 | 2 | 1.4 | 3 | 2.1 | 143 | 100.0 |
| Widow(er) | 41 | 4.0 | 69 | 6.8 | 13 | 1.3 | 4 | 0.4 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 5 | 7.0 | 2 | 2.8 | 1 | 1.4 | 71 | 100.0 |
| Total | 75 | 3.3 | 107 | 4.6 | 34 | 1.5 | 15 | 0.6 | 2307 | 100.0 |

## TABLE A-LXVIII

## Belief That an Educational Institution Could Help Solve Problems, by Marital Status

| Marital Status | No Response | | No Agency | | or University | | Public School | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Married, living with spouse | 6 | 0.6 | 812 | 75.5 | 49 | 4.6 | 2 | 0.2 |
| Unmarried | 0 | --- | 103 | 72.0 | 2 | 1.4 | 0 | --- |
| Widow(er) | 4 | 0.4 | 770 | 75.7 | 29 | 2.8 | 3 | 0.3 |
| Separated or Divorced | 0 | --- | 50 | 70.4 | 5 | 7.0 | 1 | 1.4 |
| Total | 10 | 0.4 | 1735 | 75.2 | 85 | 3.7 | 6 | 0.3 |

| Marital Status | Other Educational Agency | | Don't Know | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Married, living with spouse | 3 | 0.3 | 203 | 18.9 | 1075 | 100.0 |
| Unmarried | 2 | 1.4 | 36 | 25.2 | 143 | 100.0 |
| Widow(er) | 3 | 0.3 | 209 | 20.5 | 1018 | 100.0 |
| Separated or Divorced | 0 | --- | 15 | 21.2 | 71 | 100.0 |
| Total | 8 | 0.3 | 463 | 20.1 | 2307 | 100.0 |